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FRENCH LANGUAGE INSTRUCTION IN YUKON

A REPORT TO THE ASSISTANT DEPUTY MINISTER OF EDUCATION

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FRENCH LANGUAGE INSTRUCTION IN YUKON

A REPORT TO THE MINISTER OF EDUCATION

SUMMARY OF RECOMMENDATIONS

PREPARED BY: JEAN-PIERRE FLAMENT
FRENCH LANGUAGE CO-ORDINATOR
DEPARTMENT OF EDUCATION
PUBLIC SCHOOLS BRANCH
YUKON TERRITORY

JANUARY 25, 1985

Yukon
Department of Education
Box 2703, Whitehorse, Yukon Y1A 2C6
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Our File:
Your File:

To : School Committee Chairpersons

From : Jean-Pierre Flament (French Coordinator)

Re : Key to the abbreviations used in the French Report Tables as per request at the Education Councill of January 25, 1985.

Communty = Community

BEA	= Beaver Creek
BUR	= Keetsadunku
CAR	= Tantalus
CCR	= Carcross
CKE	= Christ the King Elem.
CKH	= Christ the King High
DAW	= Robert Service
DES/KLU	= Kluane Lake
ELS	= Elsa
FAR	= Del Van Gorder
FHC	= F.H.Collins
GMP	= Grey Mountain Primary
HAI	= St. Elias Community
MAY	= J.V.Clark
JEC	= G.A. Jeckell
OLD	= Chief Zzeh Gittlit
PCJ	= Porter Creek Junior High
ROS	= Ross River
PEL	= Eliza Van Bibber
SEL	= Selkirk
TAK	= Takhini
TES	= Teslin
WAE	= Watson Lake Elem.
WAH	= Watson Lake High
WAT	= Watson Lake
WES	= Whitehorse Elem.

As was mentioned in the preamble to the composite tables there exists a direct correspondence between the physical order of the questions on the questionnaires and the physical order of the abbreviations on the composite charts.

Similarly there exists a direct correspondence between the physical order of the possible answers and the numerical code which these answers were given, for the purpose of tabulation in the computer. The following provides an example of this situation using question # 1 of the School Committee questionnaire.

I will not provide a listing of the numerical codes which correspond to the possible answers as these are easily retrievable from the questionnaires and would require numerous pages of repetitive typing.

EXAMPLE

Computer Code	Equivalent on the survey

Need = Question # 1 on the School Committee questionnaire.
How do you feel about the need for children in your school to learn French? (Please check the best answer)

1 = Should not learn French
2 = It is unimportant to learn French
3 = It is OK to learn French
4 = It is important to learn French
5 = It is very important to learn French
6 = Other (these comments were coded in the tables merely to identify the need to evaluate each comment individualy)

In order to simplify the task of evaluating the information contained in the composite tables I will provide below a list of the computer headings and their question equivalent for each of the questionnaires circulated.

School Committee Questionnaire

Need = Question # 1
Progrnow = Question # 2
Proglike = Question # 3
Seclang = Question # 4
Prefprog = Question # 5
Fradult = Question # 6
Fratime = Question # 7
Begrade = Question # 8 (Beginning grade)
Endgrade = Question # 8 (Ending grade)
Parentco = Question # 9

Principal Questionnaire

Presscho = Question # 1a
Prescomm = Question # 1b
Presteac = Question # 1c
Exhoursc = Question # 2a
Exhourco = Question # 2b
Exhourte = Question # 2c
Exgrdesc = Question # 3a
Exgrdeco = Question # 3b
Exgrdete = Question # 3c
Fimmsc = Question # 4a
Fimmco = Question # 4b
Fimmte = Question # 4c
Modelpre = Question # 5a
Modelfit = Question # 5b
Indimpl = Question # 6

Impstaff = Question # 7a
Impmat = Question # 7b
Impother = Question # 7c
Attfrenc = Question # 8
Attcomen = Question # 8 (Comment)
Teachatt = Question # 9
Teachcom = Question # 9 (Comment)
Trainlev = Question # 10
Traincom = Question # 10 (Comment)

Teacher Questionnaire

Need = Question # 1
Time = Question # 2
Begrade = Question # 3 (Beginning grade)
Engrade = Question # 3 (Ending grade)
Trainp = Question # 4a
Traini = Question # 4b
Trains = Question # 4c
Trainei = Question # 4d
Trainli = Question # 4e
Indianfr = Question # 5
Comment = Question # 6

Supplementary questions for French teachers

Program = Question # 1
Comfort = Question # 2
Choice = Question # 3
Underfr = Question # 4a
Speakfr = Question # 4b
Readfr = Question # 4c
Writefr = Question # 4d
Teacher = Question # 5a
Princi = Question # 5b
Parent = Question # 5c
Town = Question # 5d
Volunt = Question # 6
Field = Question # 7
Strength = Question # 8
Weakness = Question # 8
Opinion1 = Question # 9
Opinion2 = Question # 9

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INTRODUCTORY REMARKS

In recent months French Language Instruction and French Education have become topics of increased attention throughout Yukon. Many parents are concerned that their children receive French language-learning opportunities similar to those of their peers in the provinces while others are fearful of the linguistic and cultural impact of immersion; others still expect basic 20 minutes per day programs to produce results comparable to those of immersion.

Native parents are concerned that their children have the opportunity to learn their own indigenous language as well as the French language. Francophone parents want French Education programs for their children in order to preserve their identity and culture. Teachers and administrators are concerned that they may lack the needed linguistic training required by the growth of various language programs. Department of Education officials, faced with numerous requests for new or expanded programs, are actively searching for reasonable solutions to the many demands.

In order to gain an understanding of the nature of the many desires expressed by school committees, school administrators and teachers a series of surveys (see appendices A,B and C) was circulated. The information gathered encompassed a very wide spectrum of opinions and a great diversity of expectations regarding French-Language Instruction. In general terms only two elements were consistently agreed to by all groups; the need for children to have access to French instruction that will enable them to communicate with a relative degree of efficiency in French and the need for that instruction to span the bulk of the children's school career.

The following report attempts in a limited way to place the many disparate desires in some order so that new directions can be planned with greater clarity and consistency. The report discusses three major issues: the need to provide French-Language instruction that is appropriate to the diverse nature of Yukon's communities, the staffing requirements for quality French language programs, and the cost of various implementation models being presented for consideration.

The report is limited in scope both statistically and conceptually; it does not delve into every aspect of French Instruction in Yukon, nor does it address all the problems that currently exist.

Statistically speaking the information derived from the various surveys (see:" Survey Results") is skewed because of the nature of the groups being measured. Only teachers, administrators and school committee members were surveyed; the general public, parents and students were not surveyed. The report is by no means comprehensive, but it does attempt to answer specific administrative questions and offer concrete implementation suggestions.

Conceptually speaking the mandate of the report was limited to the presentation of a limited range of alternatives or implementation suggestions for a number of French programs, but more specifically for the expansion of Core French and the continued growth of Early Immersion.* The report does not address the broader questions regarding the goals and philosophy of language learning, nor does it seek to evaluate programs.

Notwithstanding these limitations, the report does however identify a number of issues that may in the near future require special attention and does highlight immediate problems not specifically addressed by the surveys.

It is the hope of the author that the report may serve as both a discussion document for proposed program expansion and a framework for long term planning in the area of French Language Instruction.

*Note: In its early stages the report was also to address the question of a French First-Language program, however in view of the constitutional nature of this issue, classes were established well in advance of the target release date of this report and will therefore not be discussed.

SURVEY RESULTS

DISTRIBUTION / RETURN OF SURVEY QUESTIONNAIRES

During the month of May 1984 survey questionnaires (see appendices A, B & C) were mailed to School Committee Chairpersons, School Principals and Teachers with the request that they be returned by June 15th, 1984. The return rate was as follows:

School Committee questionnaire returns = 50 %,
School Principal questionnaire returns = 85 %,
Teacher questionnaire returns = 55 %.

COMPILATION OF DATA

The compilation of data proceeded in the following manner. Upon their return all questionnaires were coded and subsequently transferred to a computer program (SAS) for statistical analyses. After all the questionnaires were keyed into the data base, a number of reports were generated. In all a total of 62 questions were asked of the three responding groups. Numerous analyses were performed with respect to the survey responses. Several frequency bar charts pertinent to the major discussion items (see below) have been provided for the convenience of the reader. The following Tables regroup the pertinent frequency bar charts under discussion:

TABLE 1 : SCHOOL COMMITTEE COMPOSITE DATA
TABLE 2 : PRINCIPAL COMPOSITE DATA
TABLE 3 : FRENCH TEACHER COMPOSITE DATA
TABLE 4 : TEACHER COMPOSITE DATA
TABLE 5 : COMPULSORY GRADES FOR FRENCH
TABLE 6 : TIME ALLOTMENTS
TABLE 7 : PREFERRED PROGRAM
TABLE 8 : STAFFING NEEDS

DISCUSSION OF SURVEY RESULTS

Generally speaking the surveys were intended to measure subjective opinions regarding the changes required to improve the delivery of existing French language programs in Yukon schools and to comment on the need and level of need for new or expanded programs.

The results of each of the possible 62 questions will not be discussed within the context of this report. A number of elements of special significance to the main objectives of the report have been selected and a narrative of these results is provided. The information pertaining to those elements not singled out can be found in the composite charts and results can be extrapolated therefrom.

TABLES 1,2,3 & 4

These tables represent the complete range of responses to all the questions asked to the various groups of respondents. The tables are organized in direct correspondence to the questions listed on the survey questionnaires; the unusual titles were necessitated by the exigencies of the computer data base. Some questions permitted a wide range of responses, a description of such responses is not included but has been taken into consideration when developing the narratives detailing the charts.

SCHOOL COMMITTEE RESPONSES

COMMUNTY	NEED	PROGNOW	PROGLIKE	SECLANG	PREFPROG	FRADULT	FRTIME	BEGRADE	ENDGRADE	PARENTCO
CCR	4	5	5	4	4	2	1	3	10	.
CKE	4	2	5	2	3	2	1	0	10	5
DES	5	4	7	3	4	5	4	0	8	.
ELS	5	3	5	6	4	2	1	0	12	.
FAR	5	2	6	6	4	2	1	0	10	6
FHC	4	3	5	5	1	5	2	0	9	4
GMP	4	8	5	2	7	2	4	0	12	1
JEC	4	3	5	2	3	2	2	0	12	.
PEL	4	7	3	3	1	2	2	6	.	.
SEL	3	3	3	6	1	3	2	5	10	.
TES	3	2	5	3	4	5	2	7	8	1
WAT	5	3	5	3	7	4	1	0	12	.

PRINCIPAL RESPONSES

COMMUNITY	PRESCMO	PRESCOMM	PRESTEAC	EXMOURSC	EXMOURCO	EXHOURTE	EXGRDESC	EXGRDECO	EXGRDETE	FIMMSC	FIMMCO	FIMMTE	MODELPRE	MODELFIT	INDIMPL	IMPSTAFF	IMPMAT	IMPOTHER	ATTFRENC	ATTCOMEN	TEACHATT	TEACHCOM	TRAINLEV	TRAINCOM
BEA	5	3	1	5	3	0	2	3	5	6	6	6	.	.	3	.	.	.	3	.	.	.	.	.
BUR	5	5	5	1	1	5	3	1	5	6	6	6	2	.	3	3	1	.	3	.	3	.	.	.
LAR	.	1	1	2	2	2	1	1	1	6	6	6	7	.	3	6	.	.	2	.	2	.	1	.
CCR	2	2	3	4	3	5	0	3	2	6	6	6	6	2	.	5	.	3	.	4	.	4	.	.
CKE	5	3	2	.	.	.	1	1	2	5	6	3	5	.	2	3	5	.	3	7	3	5	2	3
CRM	0	0	0	5	5	5	6	6	6	6	6	6	3	.	3	1	2	.	2	.	2	.	0	.
DAN	5	3	5	3	3	5	5	3	5	5	6	6	4	.	.	5	.	.	5	.	5	.	4	.
FAR	6	3	6	3	3	6	4	0	3	5	6	6	4	.	.	6	.	.	1	.	0	.	0	.
FHC	0	0	0	6	6	6	0	0	0	6	6	6	3	.	1	.	1	4	0	.	1	.	3	.
GMP	6	6	6	.	.	.	0	0	0	6	6	6	5	.	4	8	.	.	6	.	.	.	.	.
HAI	1	2	0	3	3	3	0	3	0	6	6	3	5	.	6	6	1	4	0	.	2	.	0	.
HLU	4	6	5	2	6	4	3	6	5	6	6	6	7	.	6	7	3	3	2	2	2	.	5	.
MAY	5	6	5	4	5	6	1	0	1	6	5	5	5	.	2	6	.	.	2	5	5	2	1	1
OLD	6	6	6	6	6	6	6	6	6	6	6	6	2	.	2	8	1	.	5	1	.	.	.	.
PCJ	1	4	1	1	3	1	3	3	1	6	6	5	6	.	2	1	.	.	1	.	1	.	1	.
ROS	3	3	3	6	6	6	6	6	6	6	6	6	4	.	9	1	.	.	5	.	5	.	4	.
SEL	2	2	2	5	5	5	2	2	2	6	3	4	6	.	8	2	3	2	1	3	2	4	3	2
TAA	1	1	0	6	5	0	6	5	5	3	6	6	6	.	2	.	.	.	1	6	1	.	1	.
TES	4	5	1	5	5	1	1	2	3	6	6	6	5	.	2	5	.	.	1	.	1	1	3	.
WAE	6	6	6	3	3	4	0	1	4	6	6	6	5	.	2	5	.	.	4	3	4	.	5	.
WAM	5	6	4	1	0	5	0	0	4	6	6	6	9	.	3	5	1	.	4	.	0	.	3	.
WES	2	1	1	1	2	1	6	6	1	1	1	2	.	.	3	5	.	1	3	3	3	.	3	.

FRENCH TEACHER RESPONSES

COMMUNITY	NEED	TIME	BEGRADE	ENGRADE	TRAINP	TRAINI	TRAINS	TRAINEI	TRAINL	INDIANFR	COMMENT	PROGRAM	COMFORT	CHOICE	UNDERFR	SPEAKFR	READFR	WRITEFR	TEACHER	PRINCI	PARENT	TOWN	VOLUNT	FIELD	STRENGTH	WEAKNESS	OPINION1	OPINION2
	19	1	1	.	.	.	.	.	.	.	.	3	3	1	3	3	3	3	.	.	.	.	2	.	.	15	.	.
FAR	15	1	0	.	7	9	11	11	11	9	18	3	3	1	4	3	4	4	2	2	2	2	2	2	1	12	5	.
MAI	15	2	5	9	7	7	7	11	11	7	9	2	3	2	3	3	3	3	2	3	2	2	2	2	1	12	3	4
KLU	15	2	0	8	7	7	9	9	9	5	.	2	1	2	2	2	2	2	.	.	2	.	2	2	1	.	14	.
MAY	19	2	1	12	7	7	7	11	11	4	9	2	5	2	4	4	4	4	3	3	3	3	2	2	1	15	.	.
WHS	15	2	3	6	12	10	10	10	10	.	.	.	.	3	2	2	2	2	2	2	2	2	2	3	.	.	1	.
WHS	19	2	4	7	3	6	7	11	11	3	.	2	3	1	3	3	3	3	3	3	3	2	2	2	.	14	.	.
WHS	15	1	0	12	4	4	8	11	11	11	.	2	3	2	4	3	3	3	3	3	3	3	3	3	4	6	2	.
WHS	15	2	1	12	8	8	8	11	11	3	.	1	1	2	4	2	4	4	3	3	2	2	.	2	1	6	.	.
WHS	15	2	5	9	5	5	7	11	11	3	.	2	2	2	2	2	2	2	2	2	2	2	2	2	1	11	6	7
WHS	20	2	0	12	7	7	9	11	11	11	13	2	2	1	3	2	3	3	2	2	2	2	.	3	1	.	8	.
WHS	19	2	5	12	.	.	.	.	.	1	9	2	2	1	2	2	2	2	1	2	1	2	2	2	1	12	16	.
WHS	15	1	0	12	7	7	11	11	11	4	9	3	5	1	4	2	4	4	2	2	2	2	2	3	1	2	9	10
WHS	15	1	4	10	5	7	11	11	11	11	18	2	2	1	3	3	4	4	1	3	2	2	2	2	4	11	11	.
WHS	15	1	0	9	6	6	7	.	.	2	.	3	3	1	4	3	3	3	2	2	2	2	2	3	.	12	13	.
WHS	19	1	0	12	8	8	8	8	8	3	9	1	5	1	4	4	3	4	2	3	1	3	3	1	4	11	1	.
WHS	.	2	0	12	6	6	6	10	10	1	9	2	2	2	2	2	3	3	3	3	3	3	3	2	1	13	15	.
WHS	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

13:31 THURSDAY, OCTOBER 18, 1984

	TEACHER RESPONSES						SAS				
COMMUNITY	NEED	TIME	BEGRADE	ENGRADE	TRAINP	TRAINI	TRAINS	TRAINEI	TRAINLI	INDIANFR	COMMENT
	14	19	0	12	6	11	11	11	11	4	3
	15	2	0	9	7	7	7	11	11	9	.
BEA	15	2	4	6	11	11	11	11	11	4	.
CAR	19	2	4	12	6	.	11	.	.	4	3
CAR	15	1	0	12	.	.	.	.	.	4	3
CAR	15	1	0	12	6	6	8	8	8	5	.
CAR	15	2	3	10	6	8	10	10	10	11	.
DAW	15	4	0	10	7	7	7	11	11	4	9
DAW	19	16	.	12	8	8	8	8	8	4	1
DAW	15	1	0	11	8	8	.	.	.	1	.
DAW	15	4	5	10	5	5	5	7	7	4	.
DAW	15	1	0	8	.	.	.	.	.	4	9
DAW	.	.	.	3	4	4	8	11	11	4	6
DAW	1	.	1	12	.	.	.	.	.	4	9
DAW	11	2	0	12	5	5	7	7	7	6	6
DAW	15	2	7	8	3	7	7	7	.	5	.
FAR	.	2	0	12	8	8	8	11	11	.	13
FAR	16	17	0	12	8	8	8	11	11	9	2
FAR	16	2	0	10	8	8	8	9	9	4	.
FAR	20	2	0	8	.	.	.	.	.	9	.
FAR	15	1	0	12	8	8	9	11	.	9	2
FAR	19	2	.	9	.	.	.	.	.	1	5
FAR	19	10	1	9	.	.	.	.	.	1	.
FAR	18	1	0	12	.	.	.	.	.	10	6
FAR	16	10	0	4	.	.	.	.	.	4	9
HAI	0	.	.	.	3	7	9	11	11	3	13
HAI	11	11	0	8	.	.	.	.	.	1	11
HAI	15	4	0	12	3	5	7	11	11	3	.
HAI	16	2	8	.	.	.	.	.	.	.	5
MAY	14	10	0	12	5	7	7	.	.	11	.
MAY	15	4	0	6	.	.	.	.	.	4	.
MAY	15	4	1	9	5	5	7	11	.	5	.
MAY	19	4	0	8	11	11	11	11	11	4	.
MAY	15	2	0	12	.	.	.	.	.	4	4
MAY	11	.	1	5	.	.	.	.	.	4	5
OLD	11	2	1	12	3	3	7	9	9	3	.
OLD	11	2	.	.	.	.	.	.	.	2	.
OLD	11	.	.	.	7	7	7	7	7	9	.
PEL	15	1	.	.	.	.	.	.	.	8	.
REL	10	4	0	0	.	.	.	.	.	4	.
ROS	10	3	.	.	.	.	.	.	.	4	5
ROS	11	2	5	12	.	.	.	.	.	4	10
ROS	11	3	6	7	8	0	8	8	8	5	12
ROS	.	.	5	10	.	.	.	.	.	11	.
TES	15	2	6	8	.	.	.	.	.	4	8
TES	15	2	5	10	6	6	8	10	10	3	6
WAT	11	3	8	12	3	3	7	9	9	4	.
WAT	15	1	.	0	5	7	7	9	9	6	.
WAT	16	1	0	.	.	.	.	.	.	4	.
WAT	15	22	4	12	5	5	7	5	5	11	.
WAT	15	1	0	7	5	5	.	.	.	10	9
WAT	16	1	.	.	7	7	7	11	11	3	4
WHS	15	2	7	12	.	.	.	.	.	4	2
WHS	15	2	0	12	5	5	5	5	5	1	.
WHS	17	2	0	12	.	.	.	.	.	4	.
WHS	8	2	0	12	4	.	.	.	.	4	.

	TEACHER RESPONSES				SAS				13:31 THURSDAY, OCTOBER 18, 1984		
COMMUNTY	NEED	TIME	BEGRADE	ENGRADE	TRAINP	TRAINI	TRAINS	TRAINEI	TRAINLI	INDIANFR	COMMENT
WHS	15	10	0	12	11	11	11	11	11	4	.
WHS	.	2	5	8	8	.	.	.	.	3	5
WHS	.	16	0	7	8	11	11	11	11	7	6
WHS	17	2	0	7	5	.	.	.	.	4	7
WHS	16	2	0	9	5	5	.	.	.	3	6
WHS	14	1	0	12	7	7	7	11	11	2	9
WHS	10	2	8	12	.	.	.	.	.	8	.
WHS	.	4	3	8	1	1	5	11	11	3	10
WHS	16	4	4	8	11	11	11	11	11	6	11
WHS	.	4	0	12	6	6	6	6	6	5	12
WHS	16	4	5	12	8	8	8	8	8	3	4
WHS	14	4	.	.	3	3	7	7	7	9	13
WHS	16	4	4	10	.	.	.	.	.	3	14
WHS	15	4	0	9	7	7	7	11	11	3	11
WHS	16	4	1	12	8	8	10	10	10	11	6
WHS	15	1	1	12	5	5	7	11	11	9	6
WHS	15	1	0	12	5	7	7	7	7	10	7
WHS	10	4	1	12	3	3	.	.	.	1	.
WHS	.	4	4	9	.	.	.	.	.	3	11
WHS	20	4	12	.	.	.	.	.	.	4	.
WHS	20	13	0	12	10	10	10	10	10	4	13
WHS	16	10	0	12	.	.	.	.	.	3	15
WHS	10	3	.	.	8	8	8	8	8	11	15
WHS	.	4	6	12	.	.	.	.	.	6	5
WHS	15	4	5	12	.	.	.	.	.	4	1
WHS	16	4	.	.	7	7	7	11	11	11	13
WHS	14	4	.	.	7	7	7	7	.	1	5
WHS	10	4	5	11	7	7	7	7	.	.	9
WHS	16	1	0	12	.	.	.	.	.	9	.
WHS	15	4	.	.	8	8	8	11	11	5	.
WHS	15	4	3	9	7	7	9	11	11	2	2
WHS	14	4	0	6	4	8	8	8	8	.	3
WHS	16	1	0	12	7	7	7	7	7	5	16
WHS	15	4	6	11	12	.	.	12	12	4	15
WHS	10	4	4	12	.	7	7	.	.	.	.
WHS	16	4	0	.	7	7	7	7	7	4	.
WHS	15	1	.	12	7	7	7	7	7	4	.
WHS	19	10	0	12	6	6	6	10	10	9	4
WHS	15	1	0	10	1	7	11	.	.	3	6
WHS	19	1	0	12	11	11	11	11	11	11	1
WHS	15	4	0	12	.	7	9	11	11	2	14
WHS	.	4	4	12	.	.	.	.	.	2	9
WHS	15	20	4	6	.	.	.	.	.	3	11
WHS	15	4	0	12	.	5	.	7	.	11	3
WHS	2	.	.	.	.	.	.	.	.	.	.
WHS	15	2	0	9	7	7	7	11	11	11	17
WHS	16	2	0	12	8	8	8	8	8	2	.
WHS	19	2	0	8	.	.	.	8	.	4	.
WHS	15	2	5	12	7	7	7	7	7	9	9
WHS	15	1	0	12	5	5	7	7	7	4	.
WHS	.	2	3	10	7	7	7	11	11	1	.
WHS	14	1	0	12	5	7	7	11	11	9	17
WHS	15	1	0	12	5	.	.	.	.	4	.
WHS	19	.	.	.	.	.	.	.	.	6	2
WHS	19	2	.	.	8	8	8	8	8	4	.
WHS	19	10	0	12	8	8	8	10	10	10	9

TEACHER RESPONSES SAS 13:31 THURSDAY, OCTOBER 18, 198- 1

COMMUNTY	NEED	TIME	BEGRADE	ENGRADE	TRAINP	TRAINI	TRAINS	TRAINEI	TRAINLI	INDIANFR	COMMENT
WHS	15	.	.	3	.	.	11	11	11	4	.
WHS	15	1	1	12	.	.	.	.	.	4	.
WHS	16	10	0	12	11	11	11	11	.	11	6
WHS	15	1	.	.	7	7	7	7	7	4	.
WHS	16	4	0	11	7	7	11	11	11	2	.
WHS	19	4	0	12	.	.	.	.	.	10	.
WHS	15	20	9	11	5	5	7	.	.	4	5
WHS	15	2	0	8	4	.	.	.	.	11	6
WHS	.	2	5	7	.	.	.	.	.	3	.
WHS	16	2	0	12	7	7	7	11	11	3	.
WHS	15	10	0	8	7	7	7	7	7	9	.
WHS	15	1	0	12	11	11	11	11	11	11	.
WHS	19	1	0	.	9	9	10	11	11	3	9
WHS	15	10	0	12	11	.	.	.	.	.	4

TABLE 5

In order to ascertain the perceived need for French-Language instruction throughout a student's academic career the various groups were asked to indicate when, in their opinion, French instruction should commence and when it should terminate.

School Committees responded overwhelmingly in favour of a French offering starting at the Kindergarten level and terminating at grade 12.

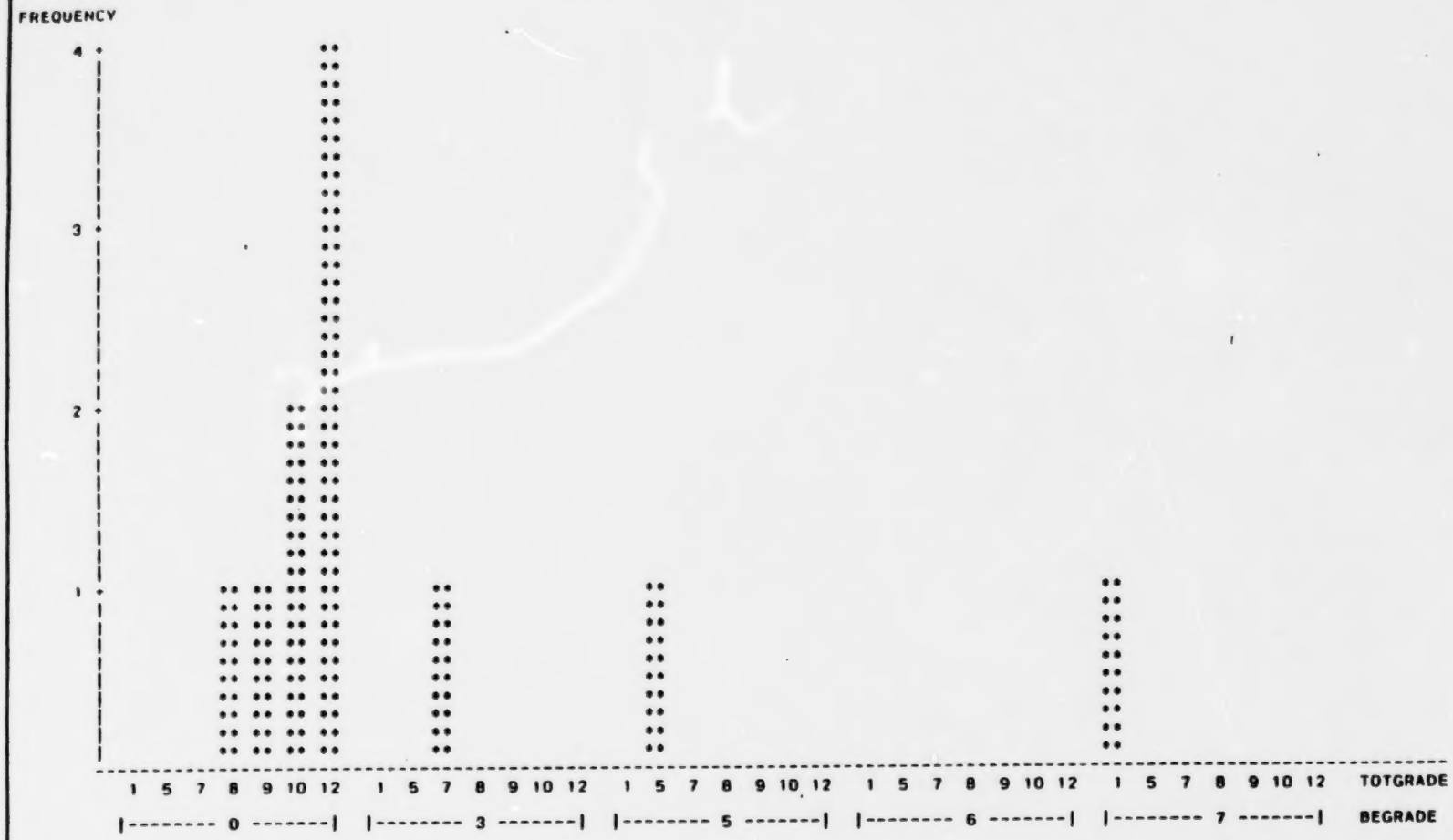
Principals were more ambivalent. Almost as many principals felt that the existing grades were sufficient as did those who felt that the present grade range should be expanded.

French teachers preponderantly felt that a Kindergarten to grade 12 offering was most appropriate. Teachers who do not teach French were also predominantly of the same opinion.

As a generalization it would be appropriate to state that a range of French-Language instruction from Kindergarten to grade 12 is preferred by the majority of the respondents.

FREQUENCY BAR CHART

12



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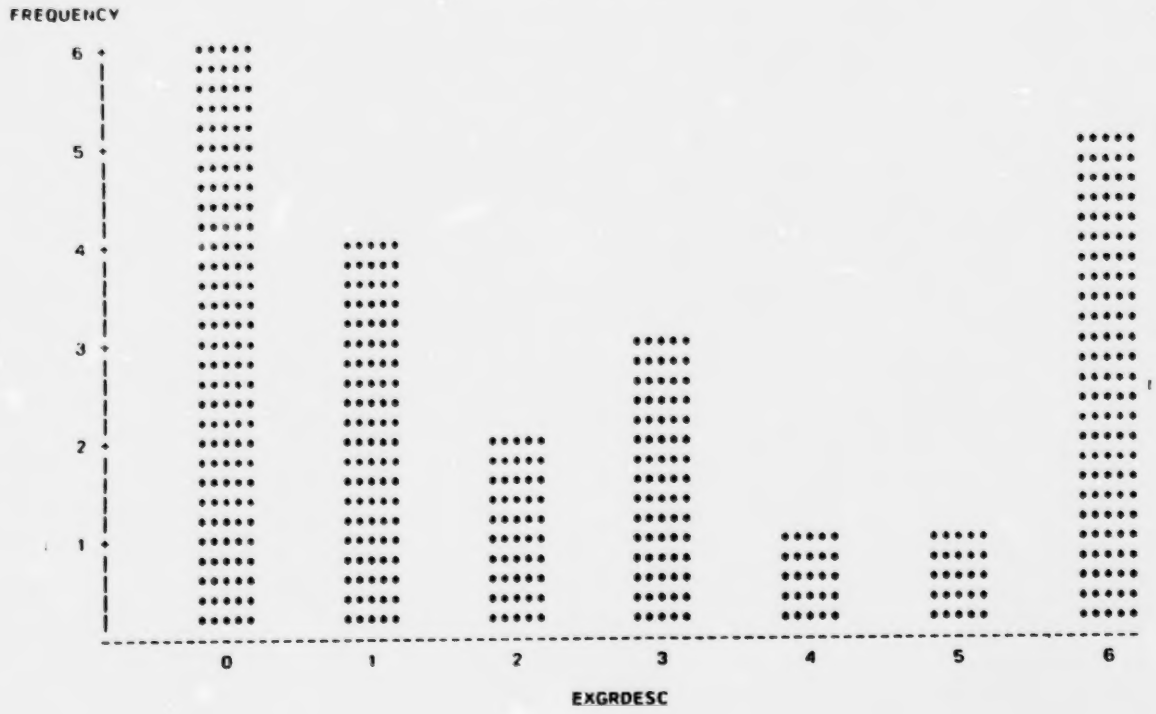

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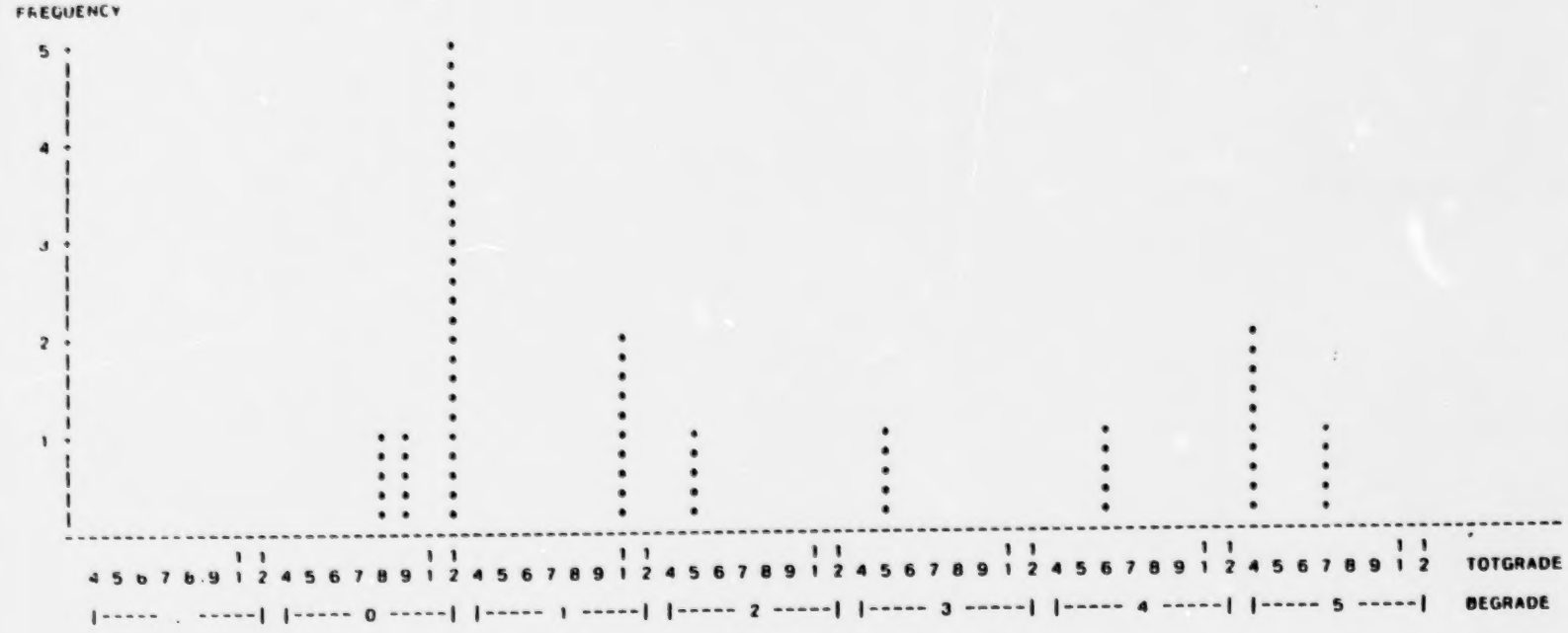

FREQUENCY BAR CHART

BEGRADE	TOTGRADE	
	0	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0	0	**
	1	
	2	
	3	
	4	**
	5	
	6	****
	7	******
	8	**********
	9	********
	10	******
	11	****
	12	**********
1	0	
	1	
	2	
	3	
	4	**
	5	
	6	
	7	
	8	****
	9	
	10	
	11	**********
	12	
3	0	
	1	
	2	
	3	
	4	
	5	**
	6	**
	7	****
	8	
	9	
	10	

FREQUENCY BAR CHART

BEGRADE	TOTGRADE	
	11	
	12	
4	0	
	1	
	2	****
	3	
	4	**
	5	**
	6	**
	7	
	8	********
	9	
	10	
	11	
	12	
5	0	
	1	
	2	**
	3	**
	4	
	5	******
	6	**
	7	********
	8	
	9	
	10	
	11	
	12	
6	0	
	1	**
	2	**
	3	
	4	
	5	**
	6	**
	7	
	8	
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	11	
	12	
7	0	
	1	**
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	4	
	5	**
	6	
	7	

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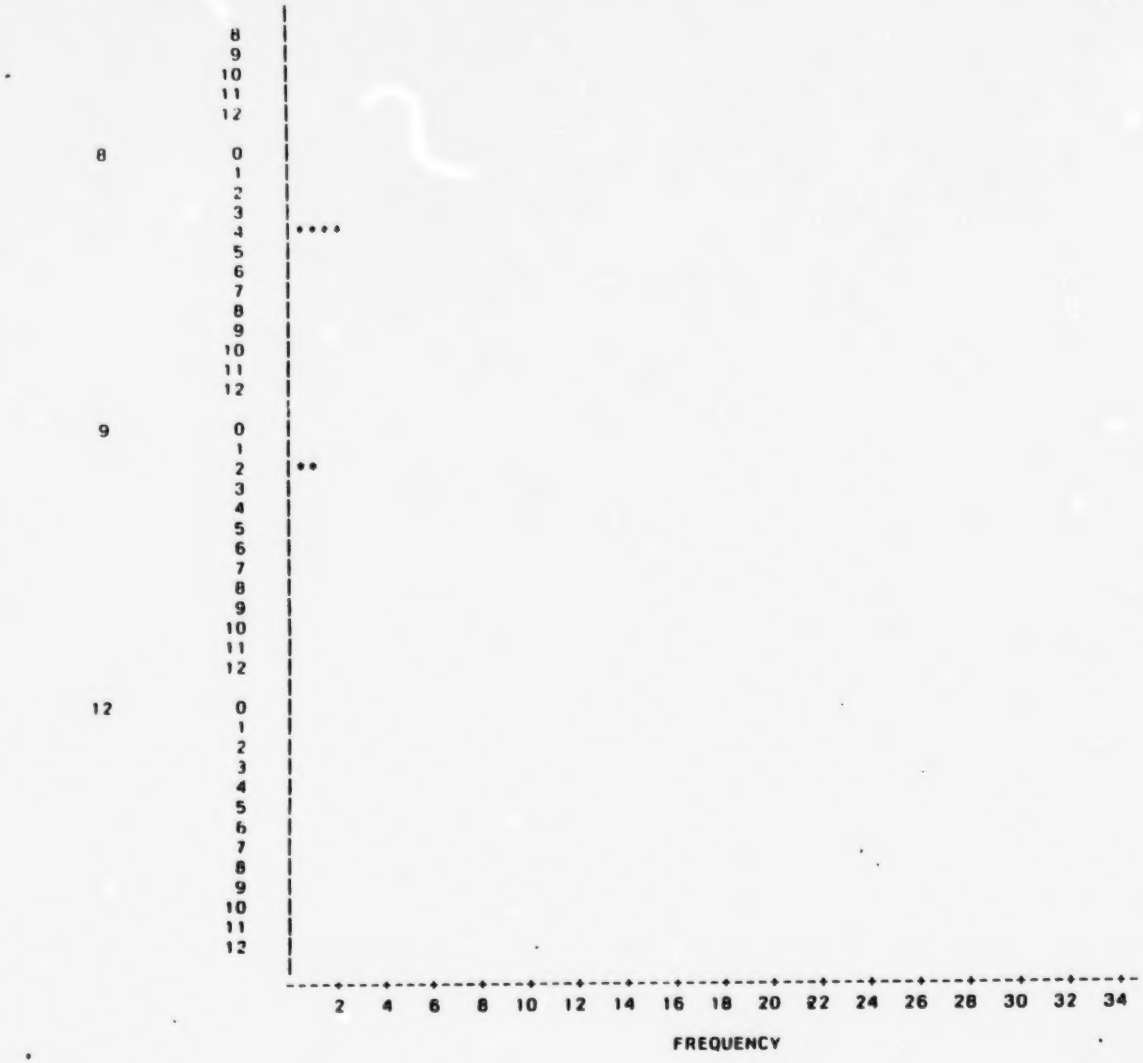


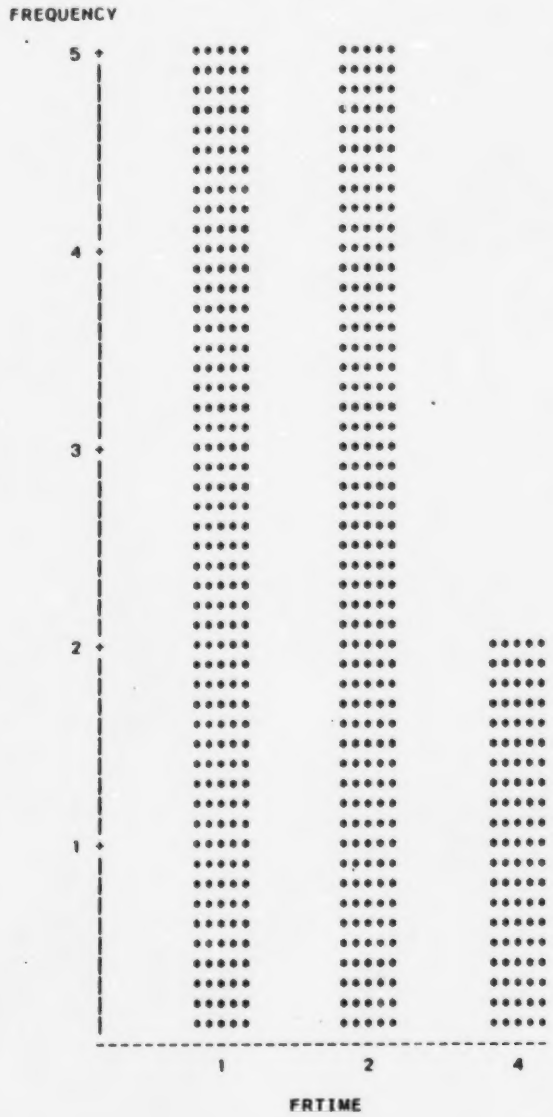
TABLE 6

In order to ascertain the perceived need for French-Language instruction throughout a student's academic career the various groups were also asked to comment on the amount of time that should be devoted to French-Language instruction throughout a student's career.

School Committees were divided almost equally in their feelings that the amount of time devoted to French within the limits of a five hour day should remain the same or be increased. A small number felt that a reevaluation of time allocations for all subjects should precede any specific allocation for French instruction.

French teachers favoured in a ratio of 10 to 7 that the amount of time devoted to French within the limits of a five hour day should be increased. Teachers not teaching French were widely divided on the issue although approximately 50% of them felt that the amount of time should increase or at least remain the same, an equal number felt that it should be decreased, modified in some way or replaced by some other subject matter.

FREQUENCY BAR CHART



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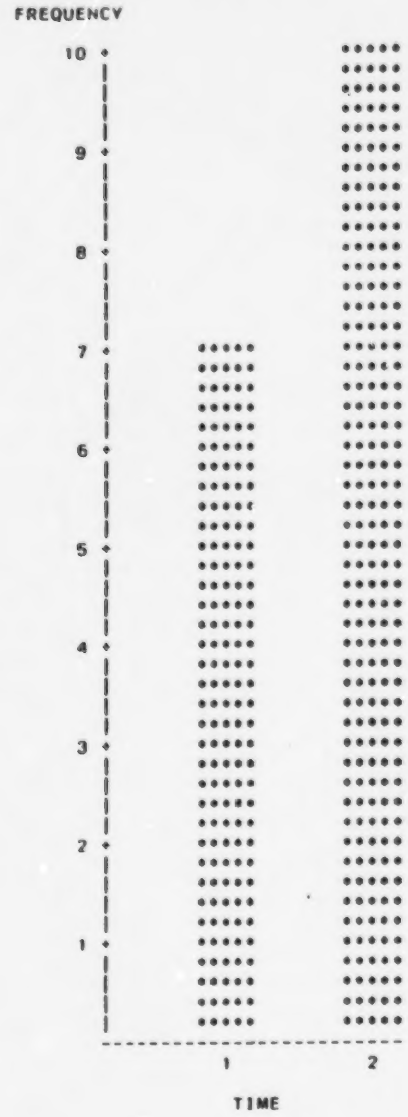


TEACHER RESPONSES 14:43 THURSDAY, OCTOBER 18, 1984 2

FREQUENCY BAR CHART

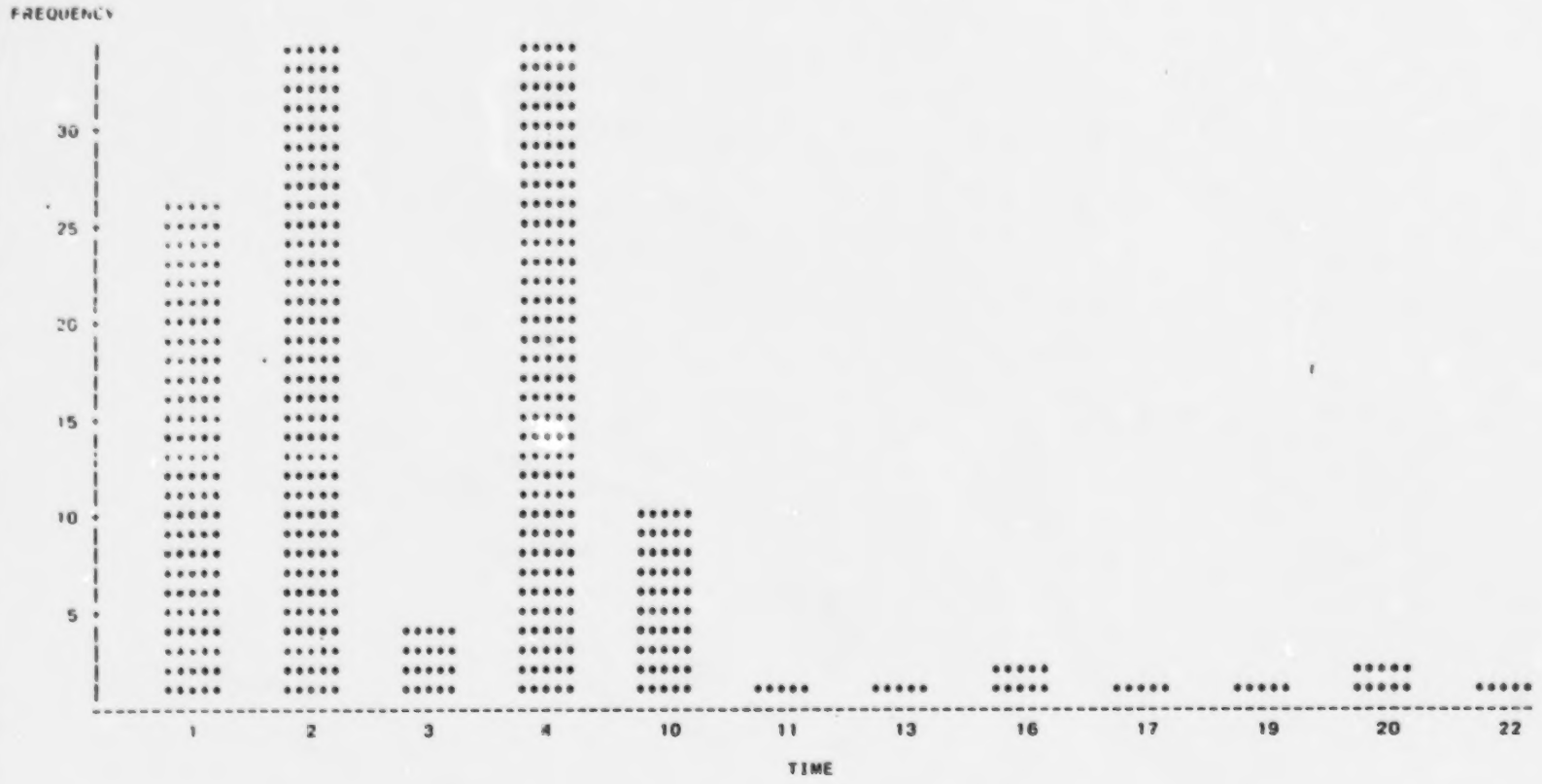


TABLE 7

In order to determine the kind of program most desired by various groups, respondents were asked to comment on the kind of program (i.e. Core French, Immersion, French First Language Classes or other models) they felt was most needed.

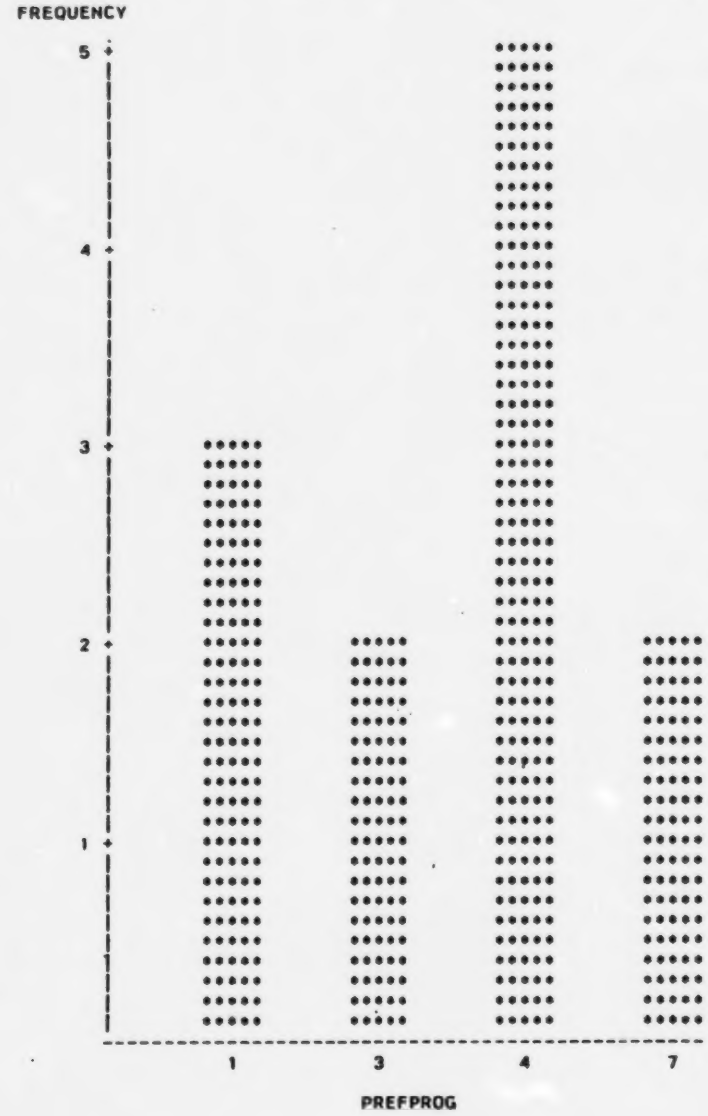
School Committees opted predominantly in favour of Core French instruction. There was some ambivalence regarding the desire to maintain the status quo or to expand the existing Core program. ~~No respondent favoured Immersion or French First Language classes.~~ (* It should be noted that several of the school committees from Whitehorse, the only location where immersion is offered, did not respond to the survey)

Principals, like School Committee members, were overwhelmingly in favour of the Core program but the majority felt that elementary grades should be added to the existing grade offerings.

French teachers, and teachers not teaching French, supported the need for French programs aimed at improving communicative skills in French. They were not in agreement as to the kind of program best suited for this purpose but rather underlined the need for flexibility in approaches and programs.

FREQUENCY BAR CHART

23



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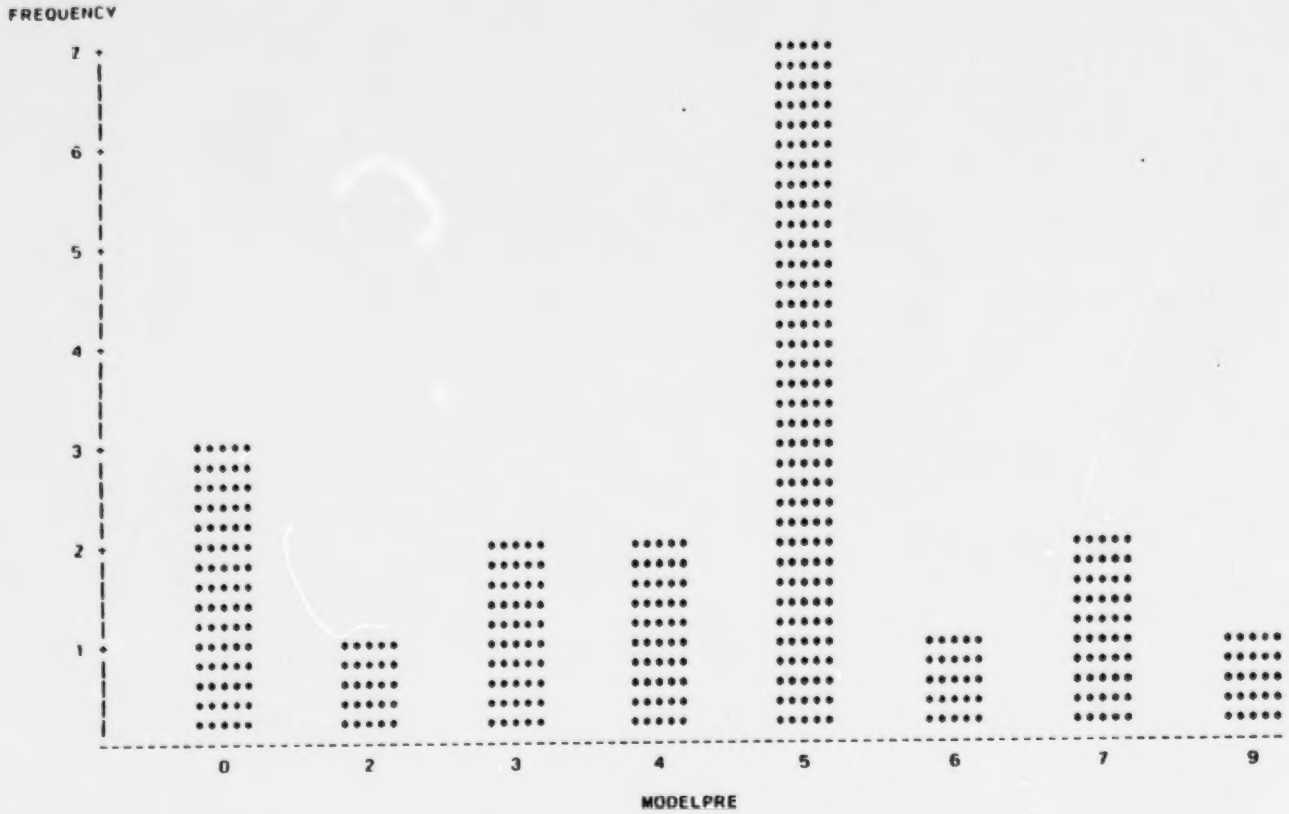

FRENCH TEACHER RESPONSES 14:59 THURSDAY, OCTOBER 18, 1984 1

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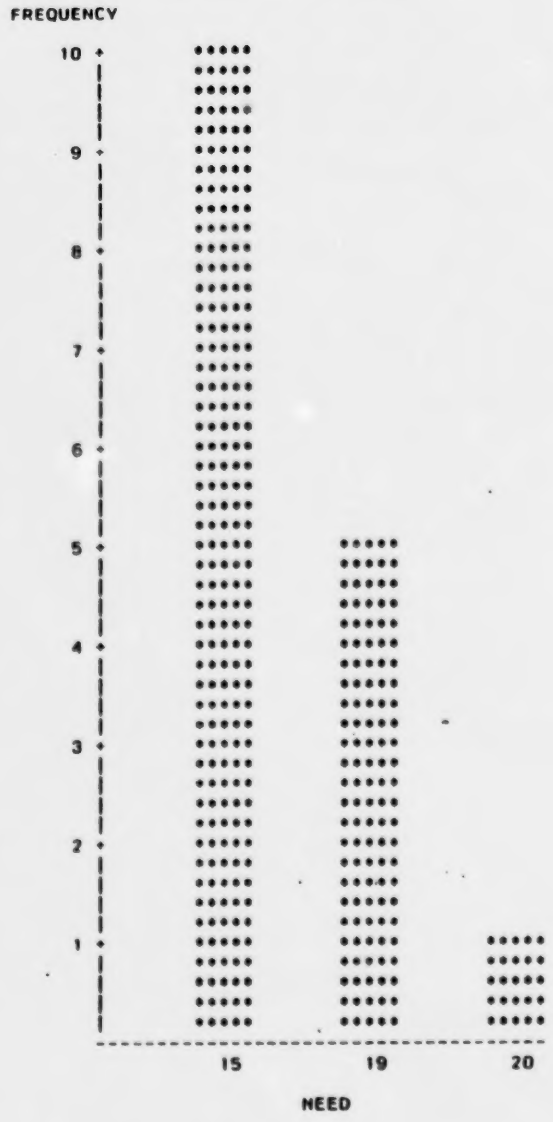

TEACHER RESPONSES

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14:43 THURSDAY, OCTOBER 18, 1984 1

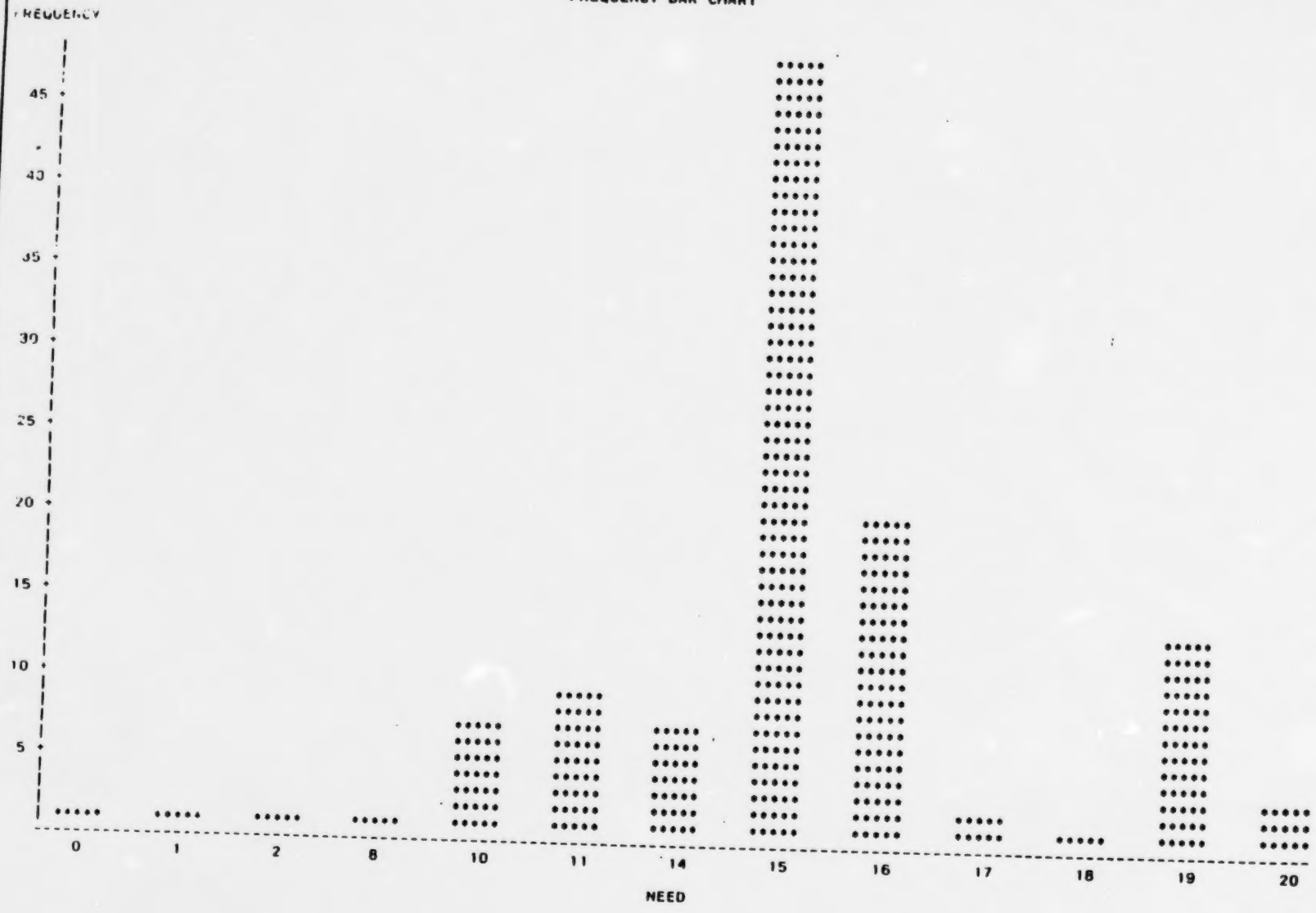

TABLE 8

In order to ascertain the staffing requirements with respect to the perceived needs concerning French-Language instruction School Committees were asked to give their opinion regarding the kinds of linguistic outcomes expected of children, principals were asked about their perceived staffing requirements and teachers were asked to comment on qualifications required to teach French effectively.

School Committees felt overwhelmingly that the French program should provide children with the ability to read, write, understand and use basic conversational French.

Principals felt that specialist teachers were required and that additions to their existing staffing entitlements would be required in order to implement desired programs.

French teachers felt predominantly that teaching Core French at the elementary grades required specialized university level French training whilst an additional requirement of actual oral fluency was felt to be necessary in order to teach at the secondary level. Teachers not teaching French felt much the same way as did French teachers but were less specific as to the grade levels where actual oral fluency by the teacher were to be required.

SCHOOL COMMITTEE RESPONSES 13:56 THURSDAY, OCTOBER 18, 1984 3

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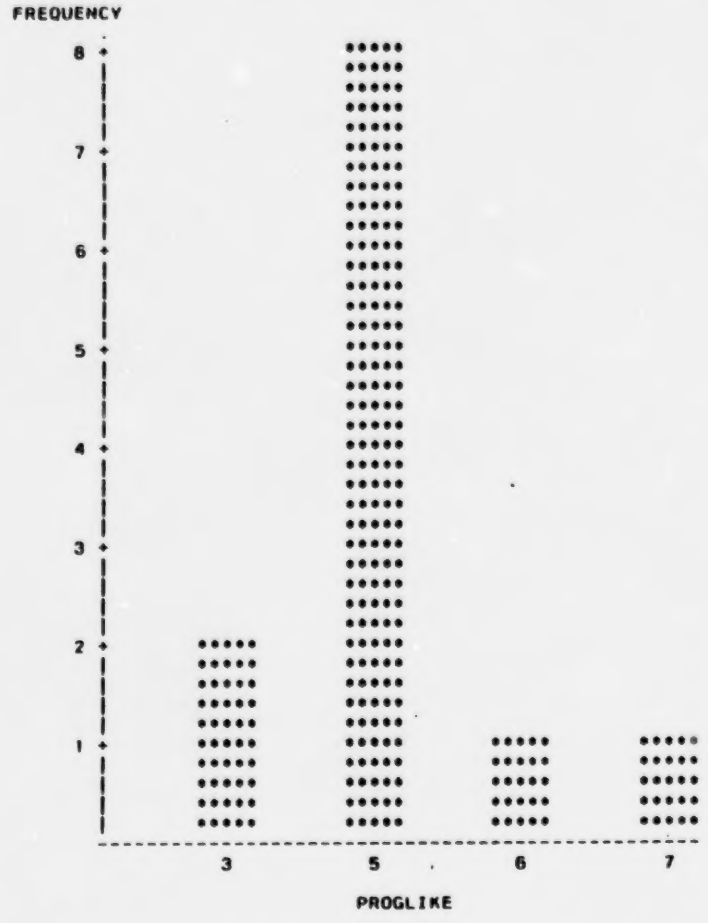

PRINCIPAL RESPONSES 14:17 THURSDAY, OCTOBER 18, 1984 16

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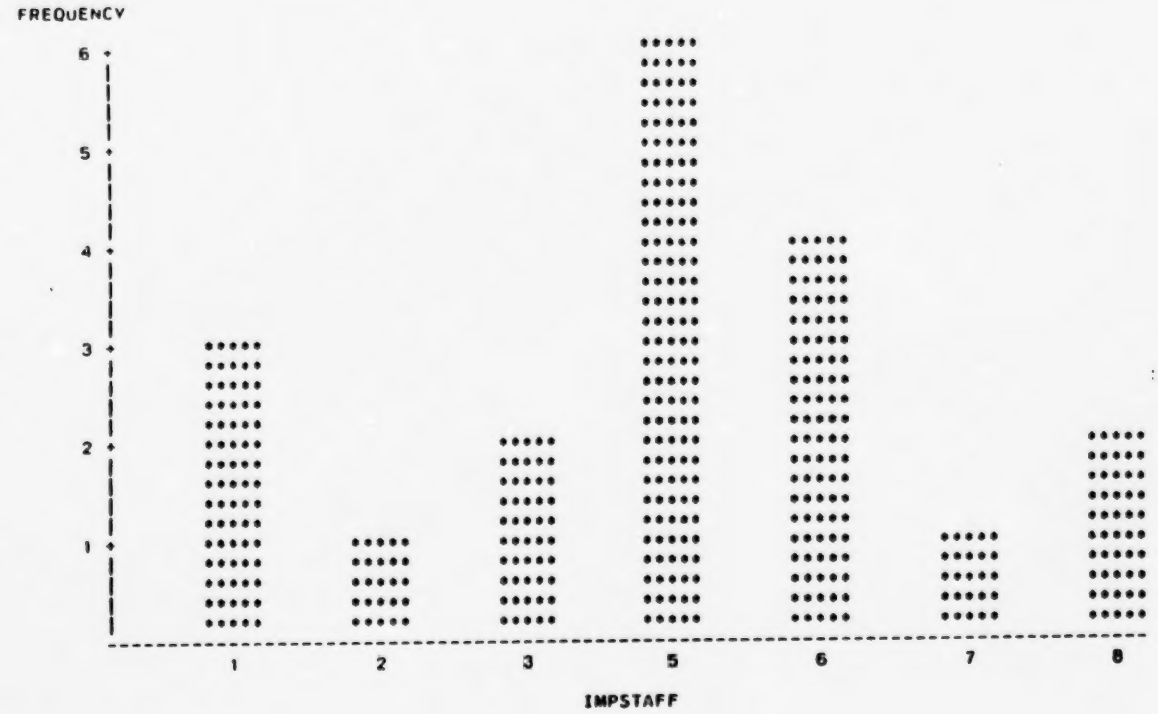

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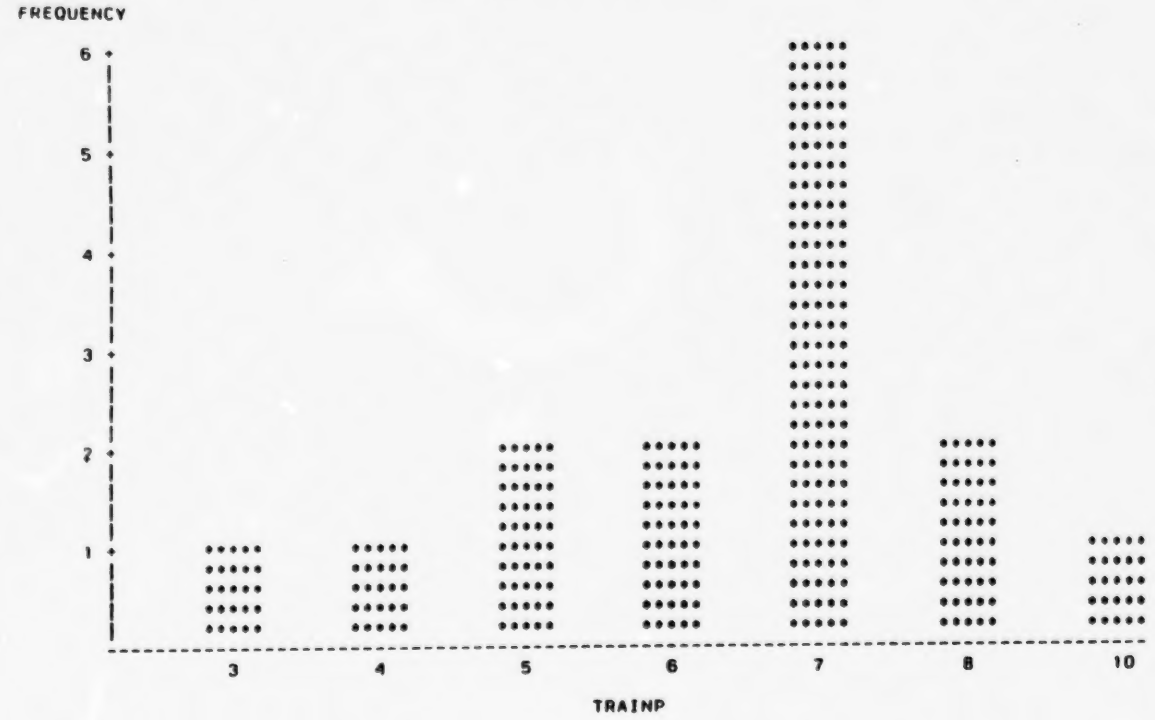

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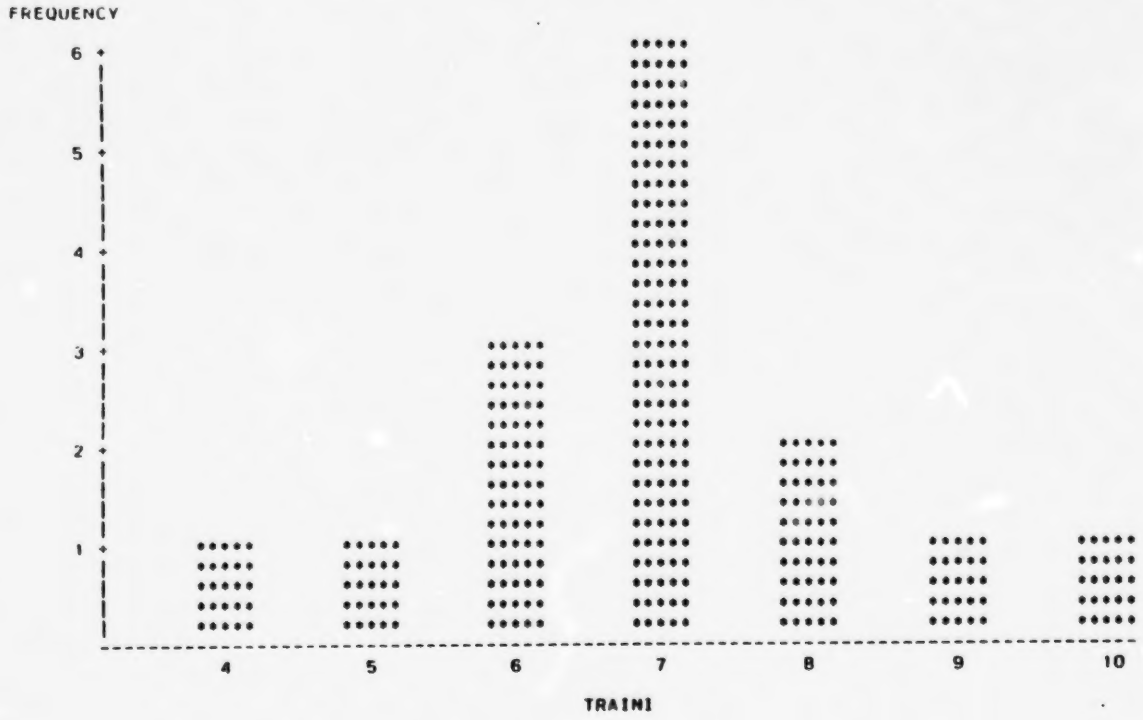

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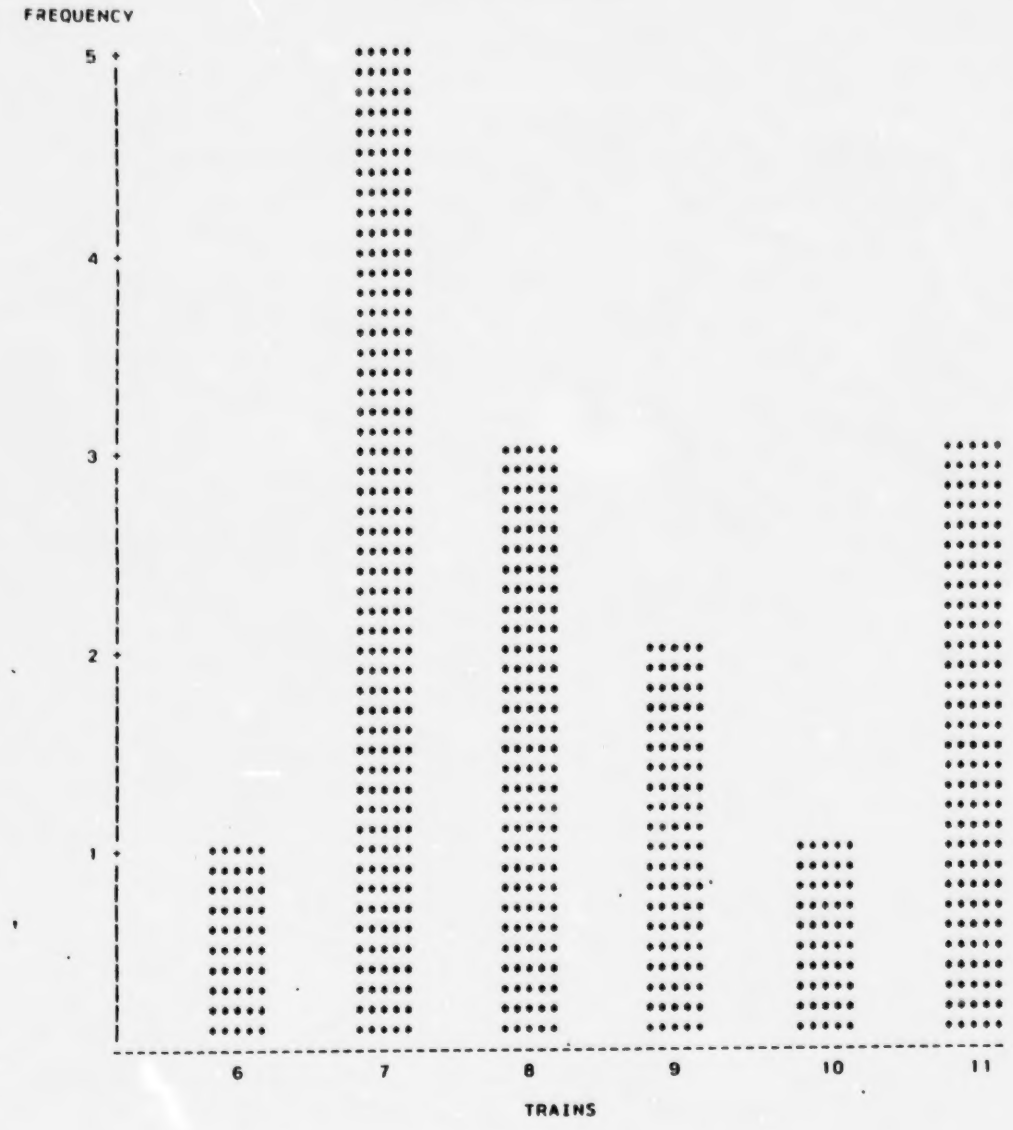

TEACHER RESPONSES 14:43 THURSDAY, OCTOBER 18, 1984 3

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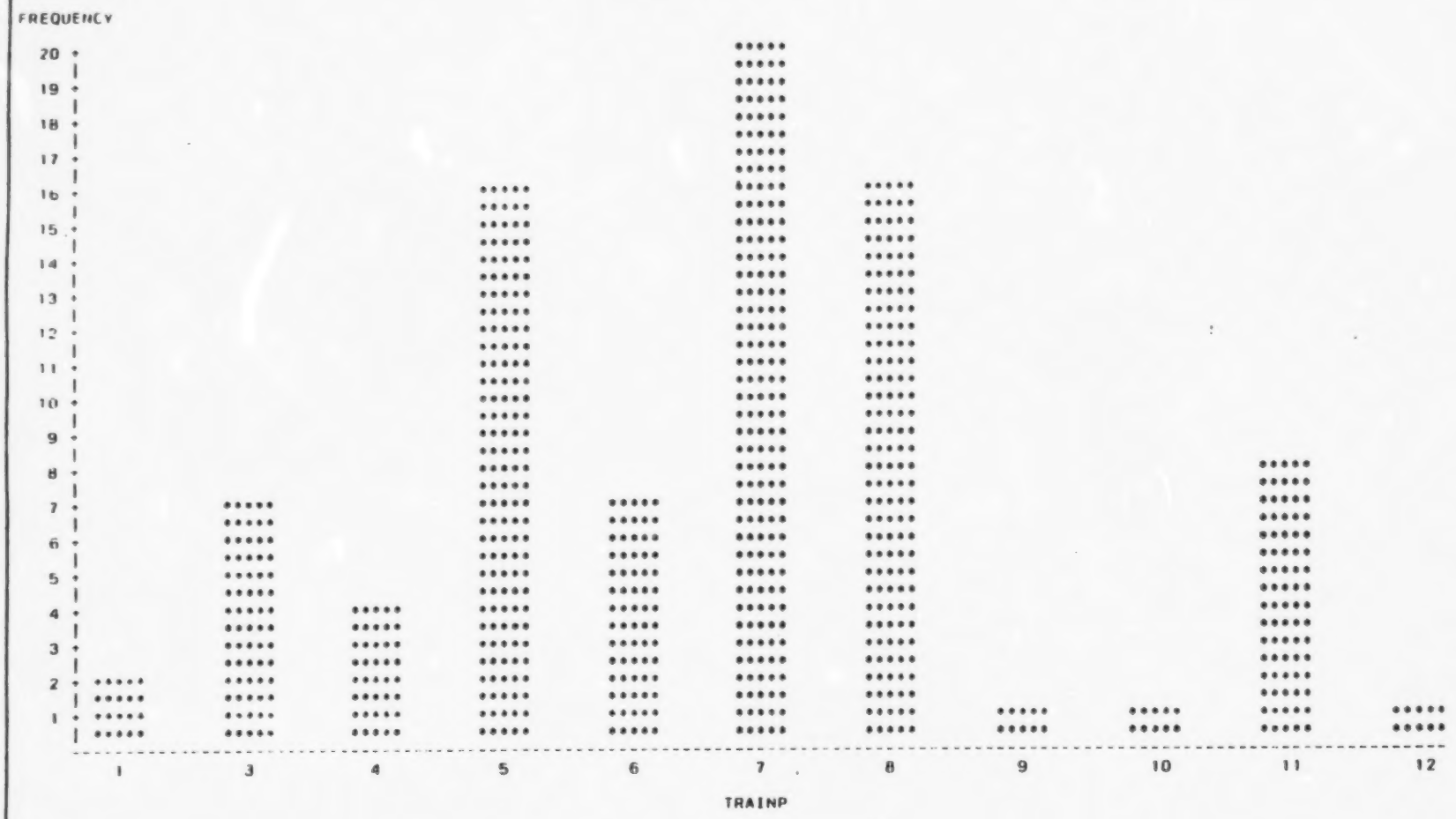

TEACHER RESPONSES 14:43 THURSDAY, OCTOBER 18, 1984 4

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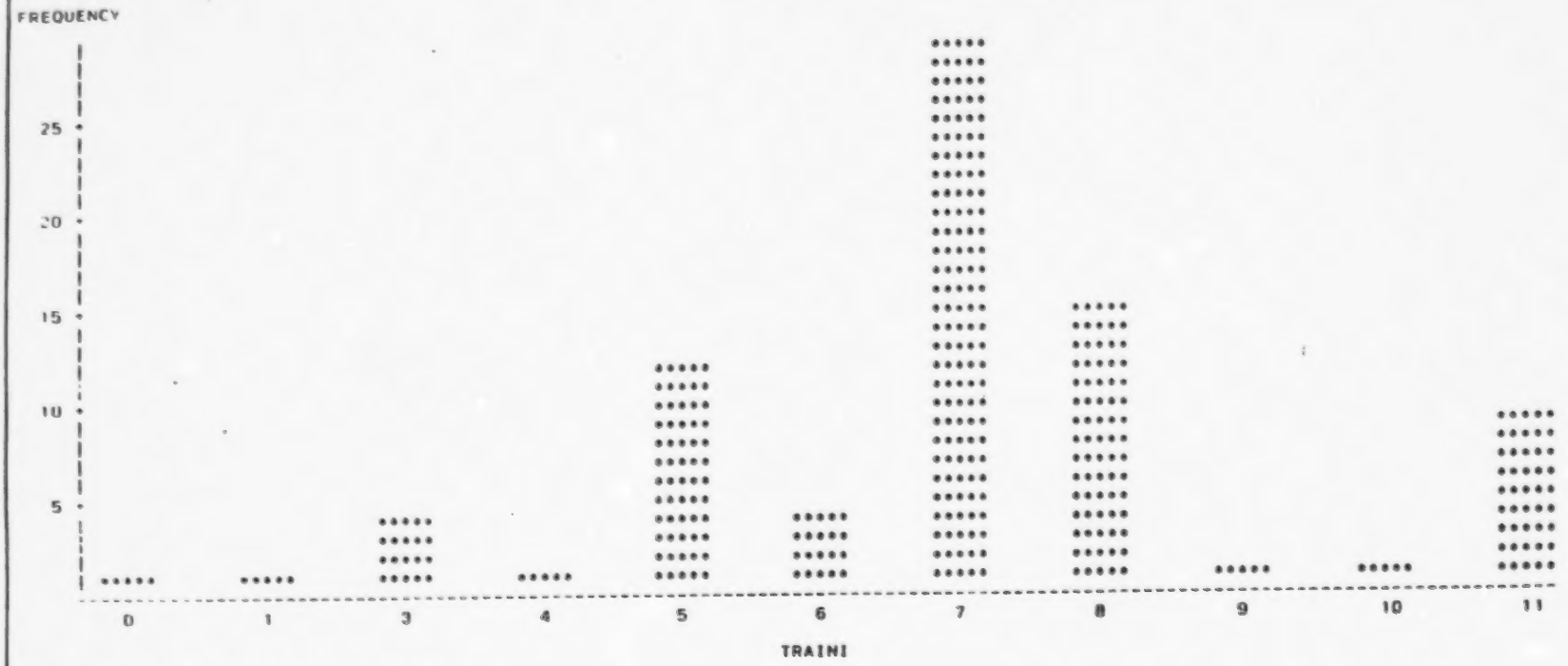

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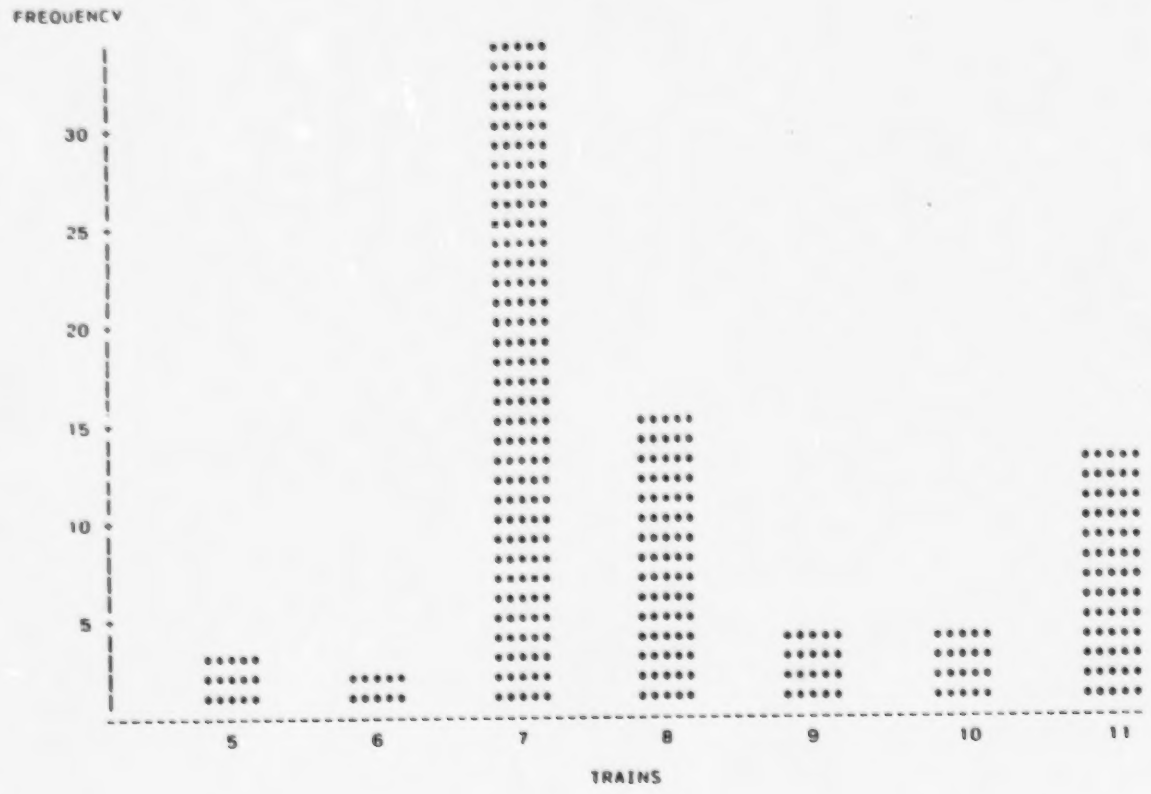

CORE FRENCH

French-Language Instruction is currently being offered in most communities throughout Yukon. Various grades and program offerings are available depending on the size and nature of the community. A list of the service levels in each community can be found below.

SCHOOL NAME	FRENCH GRADES
BEAVER CREEK	NIL
CARCROSS	5,6,7,8,9,
CARMACKS	5,6,7,8,9,10,
CHIEF ZZEH GITTLIT	NIL
CHRIST THE KING ELEMENTARY	5
CHRIST THE KING HIGH	6,7,8,9
DEL VAN GORDER	5,6,7,8,9,10,11
ELSA	5,6,7,
F.H. COLLINS	9,10,11,12
G.A. JECKELL	7,8,9
GREY MOUNTAIN PRIMARY	NIL
J.V.CLARK	5,6,7,8,9,10,11,12
JACK HULLAND	5,6
KEETS U DUN KU	NIL
KLUANE LAKE	NIL
PELLY RIVER	NIL
PORTER CREEK JUNIOR SECONDARY	7,8,9
ROBERT SERVICE	5,6,7,8,9,10,11,12
ROSS RIVER	5,6,7,8,9,10
SELKIRK STREET	5,6
ST. ELIAS COMMUNITY	5,6,7,8,9,10,11
TAKHINI	5,6
TESLIN	5,6,7,8,9,10
WATSON LAKE ELEMENTARY	5,6,7,
WATSON LAKE HIGH	8,9,10,11,12
WHITEHORSE ELEMENTARY	5,6

At the moment French-Language Instruction is compulsory in grades 5,6,7,8 and 9 in those communities where it is offered.

French-Language Instruction is based on the concepts of universality and uniformity; the intent is for the delivery of French to be similar in each of the communities where it is offered. These concepts however may well be unsuitable if the concept of appropriate instruction is adopted. Preliminary evidence from the Rural Education Report prepared by Mr. Bob Sharp indicates that appropriate education does not necessarily mean uniformity of program offering throughout the various Yukon communities. This idea will be developed further in the section entitled: " Appropriate French Instruction".

IMMERSION FRENCH

- Survey findings

Essentially the surveys indicated that Immersion was not felt to be appropriate or needed in rural communities. Furthermore virtually no comments * were made regarding the present Immersion classes.

*(Although the author is aware that some Whitehorse School Committees showed concern regarding the relocation of Immersion classes in more than one school, these concerns were not raised in any significant way in the surveys)

- Relocation of Immersion classes in more than one school.

The pilot phase of the immersion program was officially ended during the 1983-84 school year when the minister of education announced that immersion would be continued to grade 12 if sufficient numbers warranted. It is apparent that enrollment at the Kindergarten level is strong. Indeed it has substantially increased from year to year. Although it may no longer be justifiable to deprive children from entering immersion in their neighborhood school, the fragmentation of the student population and the movement of rural students to Whitehorse is causing space shortages that may make a split difficult if not impractical for September of 1985. There may exist the need to build additional classrooms in various Whitehorse schools before relocating immersion classes in more than on school can be accomplished.

-Program effectiveness

In May of 1984 a comprehensive study of the students in grade 3 immersion was initiated. The highly respected Simon Fraser B.C. French Study Group was contracted and undertook a series of tests to determine how the grade 3 immersion children performed in French language arts, reading and speaking compared with :

a) grade 3 children enrolled in similar immersion programs in British Columbia; and

b) grade 3 children enrolled in similar immersion programs across Canada.

The results of this study are very positive, indeed enviable. Yukon children scored as well or better than their B.C. and Canadian counterparts in grade 3 immersion classes. The report states:

" Immersion children from the Yukon performed in the upper average range relative to the British Columbia norms in French language arts and relative to the Canadian norms in French reading. The results of the rating scales of the French Speaking Test revealed that the Yukon immersion children were comparable to immersion children from British Columbia in French speaking , but the results of the quantitative analyses of oral grammar suggested that they had made greater progress in their acquisition of the following areas of grammar: object pronouns, gender with feminine specific determiners (i.e., the article la), and correct choice of the auxiliary with verbs requiring etre in the passe compose.

There was some indication in the data that the children from the Yukon were particularly strong in their vocabulary skills. Unlike their British Columbia counterparts, they were comparable to native French-speaking children in the diversity of verbs they used to retell the story in the French Speaking Test. In addition , they performed at a high level (70th percentile) relative to the Canadian norms on Part I of the French Reading Test, in which a great number of items (16/33 items) measured knowledge of French synonyms."

APPROPRIATE FRENCH INSTRUCTION

It is apparent from the survey results, as well as from recent national surveys such as the one conducted recently by CPF, that ever greater numbers of parents want their children to learn to speak French with a relative degree of fluency, by the time they finish grade 12.

There seems to be lacking on the part of many however a clear understanding of the process of language learning and of the limitations of a 20 minutes per day elementary program followed by a 40 minutes per day secondary program. It is clear that Core programs can produce a relative level of oral and written French knowledge but it is paramount that realistic objectives be accepted by parents and that the belief that Immersion results can be achieved with regular Core programs be recognized as highly suspect.

Yukon is in a difficult predicament in that it cannot realistically offer the immersion option in communities outside Whitehorse. Several measures can be taken however to significantly enhance the existing delivery of Core French throughout Yukon and to ensure that French-Language Instruction meets the needs of the student clientele.

Although the intrinsic right of every child to learn to communicate to some degree in French is beyond question, it does not follow that this right need be addressed in the same manner or to the same degree for every child in every community throughout Yukon. In some communities it may well be inappropriate for children to undertake the same program of studies as that of another community. Furthermore it might not be feasible or practical to have access to the same variety and scope of programs within the confines of every community.

It may well be more appropriate for one community to offer a comprehensive program of Native-Language Instruction than of French-Language Instruction. For another community it may be more appropriate to offer a select range of grades of French-Language Instruction than to adopt the entire spectrum of grades. Similarly other communities may be better served by accessing French instruction on a semester basis at a regional high-school; other communities may benefit from correspondence options for those children wanting to study French.

Essentially appropriate instruction implies an evaluation of the character and the needs of students on a community by community basis rather than a territory wide basis. It is suggested that one of the very important factors in formulating policy regarding French-Language Instruction must be the nature of the community, its needs and aspirations.

STAFFING

Although the survey results cannot be deemed to provide factual information regarding the level of linguistic fluency of French Language teachers throughout Yukon, it is evident to the French Language Coordinator as a result of his classroom visitations, that levels of oral fluency vary a great deal from teacher to teacher, from school to school and from community to community.

Although this situation is not unlike that of many if not most western canadian provinces; it is important to note that it is not a desirable state of affairs. In order for existing and future French programs to be as effective as possible it is essential that the level of linguistic fluency enjoyed by teachers charged with the duty of teaching French be subject to specific standards that ensure an adequate level of oral expression.

French teachers require specialized linguistic skills in order to succeed in teaching children, to speak French with a relative degree of fluency. It is important therefore to recognize that one of the major areas requiring immediate action is that of staffing. Policy regarding the hiring of French teachers and the minimal qualifications required of them is necessary; even more importantly special staffing entitlement considerations are required if consistent quality standards of French instruction are to be achieved. It may well be that proper staffing for French Language Instruction is the single most pressing priority at this time.

SUMMARY OF RECOMMENDATIONS

In view of the information provided by the surveys it is clear that there is substantial interest on the part of all respondents in one goal, the improvement of French-Language Instruction. The majority of the concerns center on the implementation and delivery of Core French, with special attention being focused on the need for Core French at the elementary level. With respect to Immersion French few specific conclusions can be drawn.

Listed below are a number of strategies which could substantially improve the existing delivery of Core French.

1. French-Language classes should be taught by teachers having appropriate linguistic fluency and pedagogical training.

2. Elementary French language teachers should be provided over and above the existing staffing formula.

3. The Core French program should be expanded gradually to encompass all grades from 1 to 12.

4. French-Language Instruction should be compulsory for all students from grades 1 to 9 in all communities where it is offered. Senior Secondary French-Language Instruction at the grade 10 and 11 should be compulsory for those students pursuing an academic program. Students on a modified program may be exempted.

5. Summer camps of two to three weeks duration should be offered to junior high students who have special interest in expanding their oral fluency.

6. Models for different levels of delivery of French instruction should be developed for Yukon, with decisions on implementation made at the local community level.

7. Native Language Programs should be offered as an alternative to French Language instruction at the elementary and junior high school levels, either replacing French entirely or offered simultaneously with it, giving parents an opportunity to select one for their children.

Strategies should be worked out to enable students who missed elementary French because of participation in Native Language Programs, to enter the program at some point between grade 9 and 11. A summer immersion program should be available to these students to provide them with a " catch up ".

8. Comprehensive oral testing, and ability grouping where numbers make it feasible, should be instituted at the secondary level.

9. F.H. Collins should act as a Regional High School with a sufficient range of offerings in each semester so that rural students could have the option to complete French courses that were not available in their community.

10. Negotiations should be undertaken with the Secretary of State and the Council of Ministers to provide Summer Language Bursary opportunities for grade 11 as well as grade 12 students.

11. Student exchanges with Francophone classes, especially those sponsored by Sevec and Open House Canada, should be sanctioned by the Department of Education and school administrators should encourage and facilitate such exchanges by giving special considerations to teachers willing to organize these activities.

12. Correspondence courses should be available where French-Language Instruction is not offered, it should be understood however that these are mostly grammar based and do not develop oral skills.

13. A minimum of 25 minutes of French instruction per day should be offered in elementary grades and a minimum of 40 minutes per day should be offered in secondary grades.

IMPLEMENTATION MODELS

OBJECT

To provide specialist teachers for the teaching of Core French classes at the grade 5 and 6 levels.

BACKGROUND

The teaching of French has changed substantially during the past decade. Current French programs are increasingly oral based, the natural or communicative approach is replacing the audio-visual approach and teacher fluency in French as well as specialization in Second Language teaching methods is becoming ever more important.

FACTORS

1. Research indicates that the process of learning to speak a language is skill oriented, performance based and requires substantial contact with comprehensible auditory input provided by accurate linguistic models. Immersion success is in great part attributable to this phenomenon. A good level of fluency on the part of the teacher is therefore necessary in order for this process to take place.

2. The provision of specialist teachers for grades 5 and 6 would ensure greater consistency of linguistic instruction throughout Yukon as well as stabilize service levels among the various schools.

FINANCIAL CONSIDERATIONS

Specialist French teachers should be provided for each elementa[redacted] over and above the staffing formula on the following basis:

$$\frac{\text{Total number of grade 5 and 6 classes}}{9}$$

Where this formula generates less than .50 of a person/year equivalent for a school, no special allocation shall apply in an automatic fashion, rather the total needs of the community shall be taken into consideration and an allocation may be made by a Staffing Committee consisting of the Assistant Deputy Minister, the Regional Superintendents, the Director of Instructional Services, the French Language Coordinator and the Senior Consultant.

The Staffing Committee will have at its disposal a number of person/years, over and above entitlement equal to:

$$\frac{\text{Total number of grade 5 \& 6 classes in Yukon}}{9}$$

Based on the above formula the following number of specialist person/years over entitlement would have to be provided: (Based on Sept 30,1984 enrollments)

The total number of grade 5 and 6 classes in Yukon is 30 and would generate 3.5 person/years. (3.33 rounded)

The following schools would generate automatic person/year entitlements.

School	P/Y
Jack Hulland	.67
Selkirk Street	.67

The cost of implementing this measure is calculated on the basis of $45,100 per person year.

The total cost is $157,850.

($45,100 x 3.5 = $157,850)

CONCLUSION

This measure should be instituted if at all possible for September 1985.

OBJECT

To provide French Second Language Instruction starting at Grade 1.

BACKGROUND

Survey results indicate a strong consensus of opinion that French-Language Instruction should be initiated in primary school.

The Education Council at its general assembly in May of 1984 identified the need for primary French instruction as a priority item.

FACTORS

There is overwhelming research evidence that there exists a direct correlation between the amount of time devoted to French-Language Instruction and the amount of fluency that can realistically be expected of any given student. Research indicates that some 1200 to 1400 hours of instruction are required for children to achieve a relative degree of fluency. Current grade offerings only add up to some 800 hours, we cannot within this time commitment expect children to achieve a relative degree of fluency.

The amount of time available to students for the study of French cannot be substantially increased within the existing grade range, especially in view of the tremendous pressure being put on the education system to add more and more programs that have social rather than academic aims.

The most realistic way to increase the amount of time available to the study of French is to increase the grade range of French-Language Instruction offerings.

FINANCIAL CONSIDERATIONS

Specialist French teachers should be provided for each elementary school, over and above the staffing formula on the following basis:

$$\frac{\text{Total number of grade 1 to 6 classes}}{9}$$

Where this formula generates less than .50 of a person/year equivalent for a school, no special allocation shall apply in an automatic fashion, rather the total needs of the community shall be taken into consideration and an allocation may be made by a Staffing Committee consisting of the Assistant Deputy Minister, the Regional Superintendents, the Director of Instructional Services, the French Language Coordinator and the Senior Consultant.

The Staffing Committee will have at its disposal a number of person/years over and above entitlement equal to:

$$\frac{\text{Total number of grade 1 to 6 classes in Yukon}}{9}$$

Based on the above formula the following number of specialist person/years over entitlement would have to be provided: (Based on Sept 30,1984 enrollments)

The total number of grade 1 to 6 classes in Yukon is 103 and would generate 11.5 person/years. (11.44 rounded)

The following schools would generate automatic person/year entitlements.

School	P/Y
Christ King Elementary	.78
Jack Hulland	1.89
Selkirk Street	1.44
Takhini	.89
Whitehorse Elementary	.89
Grey Mountain Primary	.56
Del Van Gorder	.56
Robert Service	.56
Watson Lake Elementary	.67

The cost of implementing this measure is calculated on the basis of $45,100 per person year.

The total cost would be $518,650 if all 6 grades were implemented at once.

($45,100 x 11.5 = $518,650)

Listed below is the cost per year (1984 dollars) if grades were phased-in progressively. It is assumed that existing grades 5 and 6 would be staffed concurrently with the expansion of grades 1, 2, 3 and 4.

Grades 1,5,6	Grades 1,2,5,6	Grades 1,2,3,5,6	Grades 1,2,3,4,5,6
1985-86	1986-87	1987-88	1988-89
135,300	195,433	270,600	518,650
157,850	157,850	157,850	
293,150	353,303	428,450	518,650

CONCLUSION

This measure should be implemented on an incremental basis (i.e. starting in grade 1 then adding one grade level per year as has been done with immersion classes).

It is suggested that grade 1 be piloted in 3 or 4 schools in September 1985 and implemented across the system in 1986; similarly grade 2 would be piloted in 1986 and implemented in 1987, this model would be repeated until grade 6 is reached.

This method would have the net effect of spreading costs over a longer period of time and to allow for the testing, evaluating and selecting of the appropriate primary program.

OBJECT

To provide French Second Language Instruction starting at Grade 3.

BACKGROUND

Essentially this is a compromise position between starting French-Language Instruction at grade 1 or maintaining the status-quo at grade 5. It would provide some additional time and require less expenditure.

FACTORS

There is overwhelming research evidence that there exists a direct correlation between the amount of time devoted to French-Language Instruction and the amount of fluency that can realistically be expected of any given student. Research indicates that some 1200 to 1400 hours of instruction are required for children to achieve a relative degree of fluency. Current grade offerings only add up to some 800 hours; we cannot within this time commitment expect our children to achieve a relative degree of fluency.

The amount of time available to students for the study of French cannot be substantially increased within the existing grade range, especially in view of the tremendous pressure being put on the education system to add more and more programs that have a social rather than academic aims.

The only realistic way to increase the amount of time available to the study of French is to increase the grade range of French-Language Instruction offerings.

FINANCIAL CONSIDERATIONS

Specialist French teachers should be provided for each elementary school, over and above the staffing formula on the following basis:

$$\frac{\text{Total number of grade 3 to 6 classes}}{9}$$

Where this formula generates less than .50 of a person/year equivalent for a school, no special allocation shall apply in an automatic fashion, rather the total needs of the community shall be taken into consideration and an allocation may be made by a Staffing Committee consisting of the Assistant Deputy Minister, the Regional Superintendents, the Director of Instructional Services, the French Language Coordinator and the Senior Consultant.

The Staffing Committee will have at its disposal a number of person/years over and above entitlement equal to:

$$\frac{\text{Total number of grade 3 to 6 classes in Yukon}}{9}$$

Based on the above formula the following number of specialist person/years over entitlement would have to be provided: (Based on Sept 30,1984 enrollments)

The total number of grade 3 to 6 classes in Yukon is 64 and would generate 7 person/years.n (7.11 rounded)

The following schools would generate automatic person/year entitlements.

School	P/Y
Jack Hulland	1.33
Selkirk Street	1.11
Takhini	.56
Whitehorse Elementary	.67

The cost of implementing this measure is calculated on the basis of $45,100 per person year.

The total cost would be $315,700 if all grades were implemented at once.

($45,100 x 7.00 = $315,700)'

Listed below is the cost per year (1984 dollars) if grades were phased-in progressively. It is assumed that existing grades 5 and 6 would be staffed concurrently with the expansion of grades 3 and 4.

Grades 3,5,6	Grades 3,4,5,6'
1985-86	1986-87
75,166	315,700
157,850	
233,016	315,700'

CONCLUSION

This measure should be implemented on an incremental basis (i.e. starting in grade 3 then adding one grade level per year as has been done with immersion classes).

It is suggested that grade 3 be piloted in 3 or 4 schools in September 1985 and implemented across the system in 1986; similarly grade 4 would be piloted in 1986 and implemented in 1987.

This method would allow for the testing, evaluating and selecting of the appropriate primary program as well as for the development of adequate modifications of the existing Core programs in use in grade 5 through 12.

OBJECT

To assist children enrolled in the Core French Program to become bilingual by providing Summer Camp experiences.

BACKGROUND

Survey results indicate that the various respondents have expectations that the Core French Program should enable children to speak French with a relative degree of fluency. It is the belief of the author of this report that this goal can in great part be achieved through the implementation of a specialist based Core French Program from grade 1 to 12 as well as the adoption of new programs based on communicative approaches and opportunities for immersion type learning experiences.

FACTORS

1. Summer language camps have proven over the past decade to be extremely effective with respect to the development of oral and communicative language skills, unfortunately such programs are currently only available to grade 11 and 12 students.

2. Summer language camps are a combination of immersion and summer outdoor camp activities; in two or three weeks major linguistic gains often occur, in addition such experiences are usually extremely positive and greatly enhance a child's linguistic self-image and desire to learn French.

3. The author of this report recognizes the fact that the same level of French-Language Instruction cannot be offered in every Yukon community; in order to alleviate this disparity, Summer Camps should be offered to those children in grades 7,8 or 9 desirous of improving their communicative skills.

FINANCIAL CONSIDERATIONS

Existing 6 week Summer Language Course for senior students are currently operated on a cost recovery basis of $1,200 ; this amount includes complete room and board costs, instructor costs and administrative costs.

A summer language camp could be offered in the summer of 1985 for the following cost.

25 students x $1,200 = $30,000

There exists a good possibility that a project such as the above could in part or in total be funded by the Secretary of State.

CONCLUSION

Negotiations should be undertaken with the Secretary of State to determine the amount of funding which they would be prepared to contribute to such a program, once a commitment was established detailed planning should commence in order to ensure the camps implementation for the summer of 1985.

FUTURE CONCERNS

There can be little doubt that the preceding report addresses only a very limited number of important issues dealing with French Language Instruction in Yukon. Many concerns which have been raised on various occasions have not been discussed and will in the not too distant future require attention. Despite the fact that it is not within the scope of this report to discuss these concerns, it might be of benefit to identify them nevertheless.

- Native Language Instruction

In certain localities French Language Instruction and Native Language Instruction have a significant impact on one another. At present there is no clear indication of what the needs and desires of Native parents are with respect to these two programs. Although the report offers a tentative suggestion of an alternative which could be made to work within the existing administrative framework, this alternative was created in isolation without the input of the people most directly affected by it. It is important that the issue be resolved in the shortest possible delay.

- French Language proficiency of administrative personnel

At present there are few bilingual personnel at the school and department levels; with the expansion of immersion, the existence of French First Language classes and the prospect of greater numbers of French specialists in the schools it may be wise to progressively hire some bilingual secretaries, vice-principals and principals and to provide encouragement to any personnel wishing to improve their French-Language skills.

- Suitability of existing French programs.

French-Language Instruction, like many other disciplines has undergone many transformation during the past few decades. The grammar approaches of years past were replaced with audio-visual and audio-lingual approaches; today these methods are also being improved upon. The communicative approaches to language learning, based on the research into the success of immersion programs herald new and exciting strategies for learning to speak French. It behooves us within the near future to evaluate our existing programs and where appropriate to modify or replace them.

Appendix (A)

Yukon
Department of Education
Box 2703, Whitehorse, Yukon Y1A 2C6
(403) 667-5811 Telex 036-8-260

Our File
Your File

Dear School Committee Chairperson,

This survey is being circulated in order to gain an understanding of how your community feels about French and second language instruction in Yukon.

Your committee's views are being sought on both the present French program and on what you would like to see as a French Language program in your community.

You are requested to discuss and work through this survey with your committee and return it in the self addressed envelope by June 15, 1984.

I welcome any additional comments you may wish to include to this survey. If you have any questions about this survey please contact the French Language Coordinator, Mr. Jean-Pierre Flament (667-5610) for assistance.

Thank you,

J. Davie

Jim Davie
Deputy Minister of Education.

FRENCH SURVEY

YOUR COMMUNITY _____

1. How do you feel about the need for children in your school to learn French? (please check the best answer)

__ Should not learn French
__ It is unimportant to learn French
__ It is OK to learn French
__ It is important to learn French
__ It is very important to learn French
__ Other (please comment*)_____
_____

2. The French Program now offered in your school will provide children with:

__ Ability to understand simple French phrases
__ Ability to understand and use simple French phrases
__ Ability to read, write, understand and use simple French phrases
__ Ability to understand and use basic conversational French
__ Ability to read, write, understand and use basic conversational French
__ Ability to understand and use French fluently
__ Ability to read, write, understand and use French fluently
__ Other (please comment*)_____
_____

3. What would you like a French program to provide children with?

__ Ability to understand simple French phrases
__ Ability to understand and use simple French phrases
__ Ability to read, write, understand and use simple French phrases
__ Ability to understand and use basic conversational French
__ Ability to read, write, understand and use basic conversational French
__ Ability to understand and use French fluently
__ Ability to read, write, understand and use French fluently
__ Other (please comment*)_____
_____

4. What second language choice would you prefer for childern in your school?

__ Must take French and Native Language
__ Must take French or Native Language
__ Should have a choice to take both Native Language and French
__ Should have a choice between Native Language and French
__ Should have a choice not to take any second language
__ Other (please comment*)_____
_____

5. In your opinion which of the following kinds of French programs would best meet the needs of children in your school?

__ The present program and grades of French
__ The present program and grades of French with additional hours
__ The present program of French with increased elementary grades
__ The present program of French with increased grades and hours
__ French Immersion
__ Program for French speaking children
__ Other (please comment*)_____
_____

6. What opportunities for learning French would you like to see available in your community?

__ Do not need any adult French courses
__ Need adult conversational courses in French
__ Need adult university credit courses in French
__ Need adult immersion courses
__ Other (please comment*)_____

_____

7. Within the limits of a five hour school day, do you think that the time allocated to French Language Instruction should:

__ Be increased
__ Remain the same
__ Be decreased
__ Other (please comment*)_____

_____

8. In your opinion which grade levels, should compulsory French Language Instruction span? (please circle the appropiate grades)

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

9. Please outline any additional comments which you would like to express with respect to any aspect of French Language Instruction.

_____

_____

_____

_____

_____

_____

_____

_____

_____

* Use back of paper or additional paper if needed.

Appendix (B)

Yukon
Department of Education
Box 2703, Whitehorse, Yukon Y1A 2C6
(403) 667-5811 Telex 036-8-260

Our File:
Your File:

Dear teacher,

French Education is becoming a topic of increased attention throughout Yukon. In order to assess needs and outline available options, the Department of Education is conducting a Yukon wide survey of School Committees, school administrators and teachers.

The attached survey is aimed at gathering base line data and encourages you to express your concerns regarding any aspect of French Education as it affects or could affect your teaching or your school.

This survey is divided into two parts; if you do not teach French, complete only the first section. If you teach French, complete both sections. This survey should only take a few minutes to complete. Please return this survey in the self-addressed envelope by June 15, 1984.

If you have questions about any part of this survey please contact our French Language Coordinator, Jean-Pierre Flament (667-5610) who will be pleased to assist you.

Sincerely,

Jim Davie
Deputy Minister

Appendix (C)

6. If second language instruction in your school included both Indian and French Language instruction how would you implement such programs? (Could either or both programs be offered or denied to students?)

_____

_____

_____

7. What steps would your school need to undertake in order to provide the model of French Language instruction you would prefer for your school?

a. staffing: _____

_____

b. materials and facilities: _____

_____

c. other: _____

_____

8. How do you feel about the present French Language instruction in your school? Please comment.

0.....1.....2.....3.....4.....5.....6
Very Positive Neutral Very Negative

_____

_____

_____

9. In your view, how do those teaching French programs in your school feel about the teaching of their French classes?

0.....1.....2.....3.....4.....5.....6
Very Positive Neutral Very Negative

_____

_____

_____

10. In your opinion, how well trained to teach French are those teachers that have the responsibility of teaching French?

0.....1.....2.....3.....4.....5.....6
Very well Adequate Very poor

_____

_____

Yukon
Department of Education
Box 2703, Whitehorse, Yukon Y1A 2C6
(403) 667-5811 Telex 036-8-260

Our File:
Your File:

Dear Principal,

You are requested to complete the following questionnaire as part of a survey designed to determine the demand and implementation strategies for French Language Instruction and second language instruction. Please feel free to make additional comments and/or submit briefs expressing your concerns and comments on the topic of the survey.

I would ask you to complete your own survey and distribute the teacher surveys to your staff. The student surveys which were mentioned at the last administrator's in-service have not been approved and will not be distributed this year.

I would ask you to return your survey, in the self-addressed envelope, no later than June 15, 1984. If you have any questions about any part of these surveys please contact our French Language Coordinator, Jean-Pierre Flament (667-5610) who will be pleased to assist you.

Sincerely,

Jim Davie
Deputy Minister

Your school _____

Questions 1 through 4 describe various models of delivering French Language instruction. These questions survey your opinion with respect to the suitability of each model to your school, community and staff. Please circle the number which best represents your view in each of the questions. Questions 5 through 10 seek your views regarding the mechanics of offering second language instruction in your school.

1. Present arrangements (core French from grade 5 thru 9 as compulsory, 10 thru 12 as elective).

For your school	0.....1.....2.....3.....4.....5.....6		
	Appropriate	Neutral	Inappropriate
Meeting Community	0.....1.....2.....3.....4.....5.....6		
Demands	Appropriate	Neutral	Inappropriate
Your teachers'	0.....1.....2.....3.....4.....5.....6		
capabilities	Appropriate	Neutral	Inappropriate

2. Extended hours of French language instruction within the present grade arrangements.

For your school	0.....1.....2.....3.....4.....5.....6		
	Appropriate	Neutral	Inappropriate
Meeting Community	0.....1.....2.....3.....4.....5.....6		
Demands	Appropriate	Neutral	Inappropriate
Your teachers'	0.....1.....2.....3.....4.....5.....6		
capabilities	Appropriate	Neutral	Inappropriate

3. Increasing the grade range of the core program to include K thru 9 as compulsory and 9 thru 12 as elective.

For your school	0.....1.....2.....3.....4.....5.....6		
	Appropriate	Neutral	Inappropriate
Meeting Community	0.....1.....2.....3.....4.....5.....6		
Demands	Appropriate	Neutral	Inappropriate
Your teachers'	0.....1.....2.....3.....4.....5.....6		
capabilities	Appropriate	Neutral	Inappropriate

4. French Immersion.

For your school	0.....1.....2.....3.....4.....5.....6		
	Appropriate	Neutral	Inappropriate
Meeting Community	0.....1.....2.....3.....4.....5.....6		
Demands	Appropriate	Neutral	Inappropriate
Your teachers'	0.....1.....2.....3.....4.....5.....6		
capabilities	Appropriate	Neutral	Inappropriate

5. Which model of French Language instruction do you prefer for your school? Would this model best meet the needs of your community and students? Please comment. _____

_____

_____

TEACHERS OF FRENCH ONLY: PLEASE COMPLETE THIS PAGE OF THE QUESTIONNAIRE.

1. Please describe the French program you are currently teaching.

_____

2. Based on your training, which French programs do you feel comfortable teaching? (please specify)

_____

3. In your opinion, are you teaching French by your own choice or in order to meet your school's program needs?

_____

4. Please rate your facility in French by checking one of the options for each item below:

_____

	not at all	a little	fairly well	fluently
I understand French	1	2	3	4
I speak French	1	2	3	4
I read French	1	2	3	4
I write French	1	2	3	4

5. Please indicate your opinion regarding the interest and cooperation of the following with respect to your French program.

	high	medium	low
Teachers	3	2	1
Principal	3	2	1
Parents	3	2	1
Community	3	2	1

6. Are there any Francophone parent volunteers in your community who are actively involved in your program?

_____

_____

COMMUNITY: _____

1. What, in your opinion, is the need for French Language instruction in your school?

   _____

2. Within the limits of a five hour school day, do you think that the time allocated to French Language instruction should:

   __ Be increased __ Remain the same __ Be decreased

   Other (please comment) _____

   _____

3. In your opinion which grade levels should compulsory French Language instruction span? (Please circle the appropriate grades.)

   K 1 2 3 4 5 6 7 8 9 10 11 12

4. Describe the kind of training you feel a teacher should possess to teach the following kinds of French programs?

   Primary FSL program _____

   Intermediate FSL program _____

   Secondary FSL program _____

   Early French Immersion _____

   Late French Immersion _____

5. In your opinion what opportunities should children have to study both Indian Language and French Language?

   _____

6. Please outline any additional comments which you would like to express with respect to any aspect to French Language Instruction.

   _____

   _____

   _____

   _____

   _____

   _____

7. Are there opportunities for French Language field trips in your community?

_____

8. Please outline what your consider to be the strengths and weaknesses of the present French Language Programs.

Strenths_____

_____

_____

Weaknesses_____

_____

_____

9. Please outline any additional comments which you would like to express with respect to any aspect of French Language Instruction.

_____

_____

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_____